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 2026 – 2029

Course Components	Course Code	Title of Course work	Contact Hr/ week	Credits	Exam Duration	Max. Marks		Total Mark
						CIA	EXT	
	SEMESTER I							
Core Course I	26UPHIS1C01	History of Ancient and Early Medieval India– Prehistory to 1206 Common Era (CE)	7	5	3	25	75	100
Core Course II	26UPHIS1C02	Socio Cultural History of Tamil Nadu up to 1565 CE	7	5	3	25	75	100
Core Course III	26UPHIS1C03	History of Ancient Civilizations (Excluding India)	6	4	3	25	75	100
Elective-I	26UPHIS1E01 26UPHIS1E02	Freedom Struggle in Tamil Nadu / Indian Art and Architecture	5	3	3	25	75	100
Elective-II	26UPHIS1E03 26UPHIS1E04	Indian Constitution / Cultural Heritage of India	5	3	3	25	75	100
		Total	**30**	**20**				**500**
	SEMESTER II							
Core Course IV	26UPHIS1C04	History of Medieval India - 1206 - 1707 CE	6	5	3	25	75	100
Core Course V	26UPHIS1C05	Socio Cultural History of Tamil Nadu - 1565 - 1916 CE	6	5	3	25	75	100
Core Course VI	26UPHIS1C06	History of Early Modern Europe 1453-1789	6	4	3	25	75	100
Elective-III	26UPHIS1E05 26UPHIS1E06	Administrative History of Tamil Nadu / International Migrations and Diasporic Studies	4	3	3	25	75	100
Elective-IV	26UPHIS1E07 26UPHIS1E08	Environmental History of India/ History of Journalism	4	3	3	25	75	100
NME–I (Online Course)	26UPHIS1N01	Swayam /MOOC/NPTEL	4	2	3	25	75	100
HR	26UPPGC1H01	Fundamentals of Human Rights	2	1	3	25	75	100
		Total	**30**	**23**				**700**
	Internship/Industrial Activity during the Summer Vacation after I Year							

	SEMESTER III							
Core Course VII	26UPHIS1C07	Colonialism and Nationalism in India	6	5	3	25	75	100
Core Course VIII	26UPHIS1C08	Intellectual History of India	6	5	3	25	75	100
Core Course IX	26UPHIS1C09	History of Contemporary India 1947-1984	6	5	3	25	75	100
Core Course X	26UPHIS1C10	Historiography and Historical Methods	6	4				
Elective-V	26UPHIS1E10 26UPHIS1E11	History of Modern World 1789 – 1945 CE/ Global History	3	3	3	25	75	100
NME–II	26UPHIS1N02 26UPHIS1N03	History for Competitive Examination/ India's Struggle for Independence	3	2	3	25	75	100
	26UPHIS101	Internship/Industrial Activity	-	2				
		Total	**30**	**26**				500
		SEMESTER IV						

Core Course XI	26UPHIS1C11	History of Contemporary India 1985-2019	6	5	3	25	75	100
Core Course XII	26UPHIS1C12	International Relations since 1945 CE	6	5	3	25	75	100
Project with Viva	26UPHIS1P01	Project	10	7	3	25	75	100
Elective-VI	26UPHIS1E12 26UPHIS1E13	History of Science and Technology in India /Women in India through the Ages	4	3				100
Skill Enhancement Course / Professional Competency Skill	26UPHIS1S01/ 26UPHIS1S02	Tourism in Tamil Nadu /Introduction to Epigraphy	4	2	3	25	75	100
Extension Activity	23UPHIS1X01	Extension Activity		1				
		Total	**30**	**23**				
		Grand Total	**120**	**92**				

M.A., HISTORY

Graduate Attributes

The M.A., History graduate on completion of the programme would have acquired the following individual qualities, knowledge, skills, attitudes, and values.

PO No.	Characteristic Attributes	Programme Outcomes ***On completion of the M.A. degree, History programme, students will be able to:***
PO 1	**Disciplinary Knowledge**	Develop comprehensive knowledge and understanding of the discipline of history at the postgraduate level. Understand various concepts and theories.
PO 2	**Communication Skills**	Communicate with clarity and fluency their in-depth understanding of the subject and express their ideas and views coherently.
PO 3	**Critical Thinking, Analytical Reasoning and Problem Solving**	Critically analyse, examine and evaluate the issues based on facts and evidences; apply one's learning to real life situations and generate new knowledge; analyse and synthesize data from a variety of sources; draw valid conclusions
PO4	**Information/digital literacy and Research-related skills**	Demonstrate the ability to use ICT tools. Raise relevant questions, recognize cause-and-effect relationships, define problems, formulate hypotheses, and plan, execute, and report results.
PO5	**Multicultural Competence**	Understanding various cultures, appreciating their values, and acquiring a global perspective to equip them to work in a multicultural environment.
PO6	**Moral and Ethical Awareness**	Approach and act on any issue from an ethical point of view, appreciate multiple perspectives, and respect human values.
PO7	**Leadership Qualities**	Exhibits leadership abilities in organizing work by setting plans and executing them.
PO8	**Lifelong Learning**	Learn throughout life, adapting to changing times, technology and knowledge.

Programme Specific Outcomes

S. No.	Programme Specific Outcomes *The students on completion of M.A., History programme will be able to:*
PSO – 1 Domain Knowledge	The Meaning of History is explained, sources are identified, historical events and processes are discussed, and various concepts and theoretical approaches are considered.
PSO – 2 Communication, Entrepreneurial and Employable Skills	They must communicate effectively and use ICT tools. Acquisition of entrepreneurial and employability skills
PSO – 3 Critical Thinking, Analytical Reasoning and Problem Solving	Approach various issues with a critical and analytical mindset to find viable solutions. Evaluate historical debates and issues.
PSO – 4 Contribution to Higher Learning	Acquire the knowledge and skills to pursue higher studies in the domain.
PSO – 5 Contribution to Society	Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women's issues, and other issues faced by humanity.

Courses with Credit Distribution

The M.A. The history program shall consist of the following courses:

Part	Category of Courses	Number of Courses	Total Credits
Core	Core Courses	12	**47**
Elective	Elective Courses	6	**18**
Skill Enhancement Course	Skill Enhancement Courses	1	**2**
Professional Competency Skill, Core Industry Project with Viva	Professional Competency Skill Course	1	**2**
	Project with Viva	1	**7**
Internship	Internship	1	**2**
Extension Activity	Extension Activity	-	**1**
Human Rights	Human Rights	1	**2**
NME I		1	**2**
NMEII		1	**2**
	Total Credits		**92**

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

II. DURATION – Two years

III. MEDIUM OF INSTRUCTION- English

QUESTIONS PAPER PATTERN:

a. For Theory

Time: 3 Hours **Maximum Marks: 75**

Knowledge Level		Section	Marks	Description	Total
K1 to K6	01 to 10	A (Answer all)	20x1=20	Twenty questions (No choice)	75
K1 to K6	11 to 15	B(Answer 3 out of 5)	03x05=15	Answer each question in 100 words	
K1 to K6	16 to 20	C Five questions either or type	005x08=40	Answer each question in 500 words.	

Part A

Ten questions (No choice) 20 x 1 = 20 marks

Two questions from each unit.

Part B

Five questions 3 x 5 = 15 marks

One question from each unit

Part C

Five questions 5 x 8 = 40 marks

One question from each unit(either or type).

a. For Project

Evaluation : 75 Marks

Viva - Voce : 25 Marks

CLASSIFICATION OF SUCCESSFUL CANDIDATE

Candidates who secure not less than 60% of the aggregate marks in all the examinations shall be declared to have passed the examination with a FIRST Class. All other successful candidates shall be declared to have passed with a 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 passes 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 a secular, harmonious society that inculcates ethical and human values with a sense of commitment to society and the nation.

MISSION

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

External -75

Internal -25

Total - 100

Semester I Core 1

Course Title	History of Ancient and Early Medieval India - Prehistory to 1206 CE							
Course Type	Core Course 1	Course Code	26UPHIS1C01					
Year	I	Semester	I					
Credits	5	Hours	L	T	P	FS	Total	
			7	1	0	0	**6**	

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 I I

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 the 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to the 12th century: Rashtrakutas,Prathikaras, 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 12th Century*, Pearson, Delhi, 2009

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

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

Suggested Readings

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

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

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

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

Web sources:

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

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

CO 1 - Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization
CO 2 - Know the various theories of origin of Aryans, and their socio-economic life
CO 3 –Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions
CO 4 - Give a detailed account of the Age of Guptas and Harsha's administration
CO 5 – explain the history of Peninsular India under various dynasties

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2

Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

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

Course Title	**Socio Cultural History of Tamil Nadu upto1565 CE**							
Course Type	Core Course 2	**Course Code**	**26UPHIS1C02**					
Year	I	**Semester**	I					
Credits	5	**Hours**	**L**	**T**	**P**	**FS**	**Total**	
			7	1	0	0	**6**	

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 Chola rulers' administration
4. Give an account of the history of Pandya's 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, Tinnevelly, 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 Chola rulers's administration
CO 4 - present an account of the history of Pandyas of Madurai
CO 5 - explain the society and culture under Madurai Sultanate and Vijayanagara

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	History of Ancient Civilizations (Excluding India)							
Course Type	Core Course 3	Course Code	26UPHIS1C03					
Year	I	Semester	I					
Credits	4	Hours	L	T	P	FS	Total	
			6	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 various ancient civilizations
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 the Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia's World Empire.

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Text Books

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 and culture and brief history of pre- historic period
2. understandthe 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

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

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

CO Mapping with Programme Specific Outcomes

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

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

Elective paper 1

Course Title	Freedom Struggle in Tamil Nadu						
Course Type	Elective Course 1	Course Code	26UPHIS1E01				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			5	1	0	0	4

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 – Veera Pandiya Kattabomman – VeluNachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact

UNIT II

Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – – Madras MahajanaSabha- Impact of Gandhi Visit Tamil Nadu

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. Subramiaya Iyer. O. Chidamabaram, Subramania Bharathi, Kadalur Anjaliammal, and Soundaram Ammayar.
Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva- Neelakanta Brahmmachari

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 the Madras Presidency, 1885-1915.

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

Web Sources:

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

Course Outcomes:

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 the press in Tamil Nadu towards the nationalist cause.
CO 4 –Evaluate the contribution of various leaders to India's freedom struggle.
CO 5- Understand the role of Tamil Nadu in the final phase of the freedom struggle

CO Mapping with Programme Outcomes

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

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

O Mapping with Programme Specific Outcomes

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

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

Elective Paper 2

Course Title	Indian Art and Architecture							
Course Type	Elective Course 2	Course Code	26UPHIS1E02				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			5	1	0	0	4

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 (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)

UNIT IV:

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

UNIT V:

Colonial Architecture: Forts: 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,OrientBlackSwan; Reprinted edition (1989)

References

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

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

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

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

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

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

Web sources:

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

Course Outcomes:

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 the temple architectural styles.
CO 4 Discuss the relationship between the five pillars of Islam and Islamic architecture.
CO 5 Appreciate the features of colonial architecture

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Elective Paper 3

Course Title	Indian Constitution							
Course Type	Elective Course 3	Course Code	26UPHIS1E03					
Year	I	Semester	II					
Credits	3	Hours	L	T	P	FS	Total	
			4	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
3. https://www.loc.gov/item/57026883

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 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
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

Elective Paper 4

Course Title	**Cultural Heritage of India**						
Course Type	Elective Course 4	**Course Code**	26UPHIS1E04				
Year	I	**Semester**	I				
Credits	3	**Hours**	**L**	**T**	**P**	**FS**	**Total**
			5	1	0	0	**4**

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 Westernization 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 -Appreciatethe advent of new art forms
CO 5 - Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Semester II

Course Title	**History of Medieval India - 1206 - 1707 CE**							
Course Type	Core Course 4	**Course Code**	26UPHIS1C04					
Year	I	**Semester**	II					
Credits	5	**Hours**	**L**	**T**	**P**	**FS**	**Total**	
			6	1	0	0	**6**	

Learning Objectives

1.Examine the establishment of centralized monarchy
2.Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq
3.Analyze the Mughal religious and Deccan policy.
4Outline 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–Centralizedd Monarchy: Sultana Raziya and Period of Instabilit–-Age of Balba– *Chihalgan*– Theory of Kingship Reorganizationn of the Government– Mongol Threa– 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-FirozTughlaq-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- Jagirdar 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, and Aurangzeb's relations 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, and 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, and 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, Tapanand IrfanHabib, 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 IrfanHabib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016

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

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

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

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

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

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

Web sources:

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 Alauddin Khalji and Muhammad bin Tughlaq
CO 3 –Analyze the religious and Deccan policies of the Mughal Empire.
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

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

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

CO Mapping with Programme Specific Outcomes

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

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

Core 5

Course Title	Socio Cultural History of Tamil Nadu - 1565 – 2016 C. E							
Course Type	Core Course 5	Course Code	26UPHIS1C05					
Year	I	Semester	II					
Credits	5	Hours	L	T	P	FS	Total	
			6	1	0	0	6	

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 – 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, Senji, and Tanjore, social and cultural conditions under the Nayaks, and the Nayaks' contribution to art, 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, Poompozhil Publishers, Madras, 1988

Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006

Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002

Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur

Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996

Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

References

K.A.N.Sastri : The Pandyan Kingdom (London.1929)

Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)

KrishnaswamyDr.A. : The Tamil country under Vijayanagar

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

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

Sathianatheir.R. : History of Nayaks of Madurai

Subramanian N : History of Tamil Nadu Vol.II

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
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 –Analyze 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
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3

CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

Core 6

Course Title	History of Early Modern Europe 1453-1789							
Course Type	Core Course 6	Course Code	26UPHIS1C06					
Year	I	Semester	II					
Credits	5	Hours	L	T	P	FS	Total	
			6	1	0	0	6	

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-Decline of feudalism -

Beginning of Capitalism.

UNIT - II

Renaissance and Reformation, Counter-Reformation, and the Thirty Years War in Europe.

UNIT - III

Emergence of the Nation States - The rise of New Absolute Monarchies – Loui‟s 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

References

Adas, Michael. Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance,

Delhi: Oxford University Press, 1990.

Ashton, Trevor. Crisis in Europe, 1560-1660, London, Routledge, 1970.

Bloch, Marc. Feudal Society, London, 1961, 2 Vols.

Cairns, Trevor. The Birth of Modern Europe, Cambridge: Lerner Publications Company, 1975.

Cipolla, C.M. European Culture and Overseas Expansion. London: 1970.

Coffin, Judith G. & Robert C. Stacey, Western Civilizations, New York, Norton, 2008.

Crosby, Alfred W. The Columbian Exchange: Biological and Cultural Consequences of 1492, Westport: Praeger, 2003.

Davis, H.A., Revised by D.H.C. Blunt. An Outline History of the World, New Delhi, Oxford University Press; 1968.

Davis, R. The Rise of the Atlantic Economies, London: 1975.

Deanesly, Margaret, A History of the Medieval Church, London, 1969.

Durant, Will. The Story of Civilization, Vol.V to XI, New York, 1953-75.

Kagan, Donald, Steven E. Ozment & Frank M. Turner. Western Heritage since 1300, New York, Prentice Hall, 2007.

Koenigsberger G.H., G. Mosse &G. Bowle. Europe in the Sixteenth Century (General History of Europe Series), 2nd ed.; Longman: London, 1999.

MC Neill, William, and H. The Rise of the West: A History of the Human Community, New York, 1964.

……The New Cambridge Modern History, Vol. I to XII, 1960-65.

McKinley, Albert E., and Arthur C. Howland and Dawn. World History Vo-I & II, New Delhi, Atlantic Publishers, 1994.

New Cambridge Modern History, Vols. 9-12, Cambridge, Cambridge University Press, 1970.

Peter Lock. The Routledge Companion to the Crusades, New York, 2006.

Pennington D. H. Europe in the Seventeenth Century (General History of Europe Series), 2nd ed., London, Longman, 1989.

Poulton, Richard. A History of the Modern World, London, Oxford University Press,1984.

Rao, B.V. History of Europe 1450-1815, New Delhi, Sterling Publishers,2014.

…. World History from Early Times to A.D.2011, New Delhi, Sterling Publishers,2014.

Reilly, Kevin. The West and the World: A History of Civilization, New York, 1989.

Saliba, George. Islamic Science and the Making of the European Renaissance, MIT Press, Massachusetts, 2007.

Stavrianos, L. The World Since 1500: A Global History, New Jersey, 1982.

Swain, J.E. A History of World Civilization, New Delhi, Eurasia Publishers, 1970.

Thomson, David, Europe Since Napoleon, London, Penguin, Reprint, 1966.

Wright, Esmond, gen. ed. History of the World: The Last 500 Years. London: HarperCollins; 1984.

Zophy, Jonathan. A Short History of Renaissance and Reformation Europe: Dances over Fire and Water, 3rd ed. New York, Prent

Web Resources:

https://www.jstor.org/stable/pdf/4352826.pdf?refreqid=excelsior%3Aef6e9335bf019a9fc867fd8c3f1a43f5

https://www.jstor.org/stable/pdf/2598134.pdf?refreqid=excelsior%3Abd92ebb25d5fc98767d40414b9c5f3dd

https://www.jstor.org/stable/pdf/204823.pdf?refreqid=excelsior%3A8bcc94e00df527f0889df78c4f58cf12

https://www.jstor.org/stable/pdf/1881465.pdf?refreqid=excelsior%3Ad314e77ad4e0e40b8566bf322534a23d

https://www.jstor.org/stable/pdf/365290.pdf?refreqid=excelsior%3Abca633bcd80efdec60148c1a725036e

Course outcome

CO1 To critically evaluate different events in world history

CO2 To comprehend the influence of Renaissance in making of world history

CO3 To figure out the impactful events in the Transition of world History

CO4 To summarize the causes and effects of the Renaissance, Reformation, and Revolutions of Europe.

CO5 To Evaluate the various scientific developments during the Enlightenment period and their contributions to the emergence of the new scientific world.

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Elective Paper 5

Course Title	Administrative History of Tamil Nadu							
Course Type	Elective Course 5	Course Code	26UPHI1SE05				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	FS	Total
			5	1	0	0	4

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 governments after 1967
4. To point out working of governments 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

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

Elective Paper 6

Course Title	**International Migrations and Diasporic Studies**							
Course Type	Elective Course 6	**Course Code**	26UPHIS1E06					
Year	I	**Semester**	II					
Credits	3	**Hours**	**L**	**T**	**P**	**FS**	**Total**	
			4	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, Gurhapal 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 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. [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, Government of India. 2001. *Report of the High-Level Committee on Indian Diaspora*. New Delhi: Indian Council on World Affairs.

Web sources:

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

Course Outcomes:

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

	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3

CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

Elective Paper 7

Course Title	Environmental History of India							
Course Type	Elective Course 7	Course Code	23UPHIS1E07					
Year	I	Semester	II					
Credits	3	Hours	L	T	P	FS	Total	
			4	1	0	0	4	

Learning Objectives:

1 –Examine the various schools of thought in ecological studies.
2 –Trace the impact of ecosystems 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 – Forests 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

IrfanHabib, *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.

MadhavGadgil and RamchandraGuha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992

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

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

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

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

References

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

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

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

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

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

Joakim,Radkau, *Nature and Power: Global History of the Environment*, Cambridge UniversityPress, New York, USA, 2008

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

Web sources:

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

Course Outcomes:

CO 1 –Understand the various schools of thought in ecological studies.
CO 2 –Trace the impact of ecosystems from a historical perspective.
CO 3 –Evaluate the impact of British ecological imperialism on the colonized society.
CO 4 –Examine the impact of various environmental movements in India
CO 5- Examine the role of various movements

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Elective Paper 8

Course Title	History of Journalism						
Course Type	Elective Course 8	Course Code	26PUHIS1E08				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			4	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: BalaGangadharaTilak – Gandhi – – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer- Peiryar-Aditanar-Kalaignar

Unit V Contribution of Important News Papers: Amrit BazarPatrika, 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. Moitra, Mohit. 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.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
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	Fundamentals of Human Rights

NME-I (Online Course)

Course Title	Swayyam/ MOOC/NPTEL course						
Course Type	NME-I	Course Code	26UPHIS1N01				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	FS	Total
			4	1	0	0	6

Course Type		**Course Code**	26UPPGC1H01					**Fundamentals of Human Rights**
Year	I	**Semester**	II					
Credits	1	**Hours**	**L**	**T**	**P**	**FS**	**Total**	
			2	1	0	0	**6**	

Semester -III

Core - 7

Course Title	**Colonialism and Nationalism in India**							
Course Type	Core Course 7	**Course Code**	26UPHIS1C07					
Year	II	**Semester**	III					
Credits	5	**Hours**	**L**	**T**	**P**	**FS**	**Total**	
			6	1	0	0	**6**	

Learning objectives

1 – to trace the process of colonization
2 – to explain the rise of nationalism
3 –To highlight the transition toself -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, Government of India Act, 1935 and Provincial Ministries, Growth of Socialist Ideas, Congress and World Affairs, and 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, eds. *A New Look at Modern Indian History: From 1707 to 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

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3

CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

Core 8

Course Title	Intellectual History of India							
Course Type	Core Course 8	Course Code	23UPHIS1C08					
Year	II	Semester	III					
Credits	6	Hours	L	T	P	FS	Total	
			5	1	0	0	**6**	

Course Objectives

CO 1 – Appreciate the intellectual contributions of socio-religious reformers.
CO 2 – Evaluate the contributions of economic nationalism.
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 – Dadabhai Naoroji – R.C. Dutt – M.G. Ranade –J.C.Kumarappa

UNIT III
BalaGangadharTilak – AurobindoGhosh – SubramanyaBharati – M. A. Jinnah

UNIT IV
Social Thinkers: Jyothi Rao Phule and Periyar E.V. Ramasamy- B.R. Ambedkar, Ayothi DasPandithar —— 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=.
2. 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 nationalism.
CO 3 – Appreciate the contribution of radical thinkers
CO 4 – Assess the role of social thinkers
CO 5- Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Core-9

Course Title	Contemporary India 1947-1984						
Course Type	Core Course 9	Course Code	26UPHIS1C09				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			6	1	0	0	**6**

Course Objectives

CO 1-The course describes the making of the Indian constitution, economic planning and the Linguistic reorganization of Indian states.

CO 2 It gives a picture of how India's political and economic agenda and basics of foreign policy has evolved and developed since independence.

CO 3 It also focuses on the development of education, science and technology and dwells on the consolidation of the nation, examining contemporary issues related to Religion, caste, and politics in India.

Unit I

India after Independence: Interim Government- Integration of Princely States.

Unit II

The Initial Years - Consolidation of India as a Nation: The Linguistic Reorganization of the States - Integration of the Tribals - Regionalism and Regional Inequality.

Unit III

The Years of Hope and Achievement, 1951-64 - Jawaharlal Nehru in Historical Perspective - Foreign Policy: The Nehru Era - Political Parties, 1947-64: The Congress - The Opposition.

Unit IV

From Shastri to Indira Gandhi: Political Career of Shastri (1964-66) – Indira Gandhi Years, 1966-77 - The J.P. Movement and the Emergency: The Janata Interregnum and Indira Gandhi's Second Coming, 1980-84.

Unit V

Indian Economy – Mixed Economy: 1947-1984: Land Reforms: Zamindari Abolition and Tenancy Reforms – Land Ceiling Act and the Bhoodan Movement-Cooperatives and an Overview–Agriculture Growth and the Green Revolution–Agrarian Struggles 1947-1984.

References:

Khilnani, Sunil 1998. *The Idea of India ,* New Delhi, Penguin.

Menon, Nivedita. 2001. *Gender and Politics in India:* New Delhi, Oxford University Press.

Schwartzberg, J.E. (ed.) 1978. *A Historical Atlas of South Asia,* University of Chicago Press

Thapar, Romila. (ed.) 2000 *India : Another Millennium*, New Delhi, Penguin.

Wolpert, Stanely 1993 *A New History of India*. O.U.P.

Chandra, Bipin. 1984. *Communalism in Modern India.* Vikas, New Delhi.

Chatterjee, Partha 1994 *The Nation and Its Fragments*. O.U.P.

Das, Veena. 1995. *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.

Kaviraj, S. (ed.) *Politics in India.* OUP – selected chapters

Acharya, K.R. & et.al *Perspectives on Indian Government and Politics*, New Delhi: Chand & Co., 1993.

Bose, D.M., S.N. Sen and B.V. Subbarayappa.eds. *A Concise History of Science in India. New Delhi: Indian National Science Academy*; 1989.

Chandra, Bipan and et.al. *Indian After Independence.* New Delhi: Penguin, 1997.

Saberwal, Satish. *Roots of Crisis: Interpreting Contemporary Indian Society*. New Delhi: Sage, 1996.

Thakur, Ramesh. *Government and Politics of India*. Houndenville: Macmillan,1995.

Venkatesan.G, Contemporary India, E&T.

Course outcomes

CO 1 Elaborate on the tensions caused by linguistic nationalism

CO 2 Assess the problems of emergency in 1975

CO 3 Highlight the role of India in the formation of Bangladesh

CO 4Assess the problems and consequences of war with China in 1962

CO 5 Highlight the significance of Green Revolution

CO 6 Assess the importance of planned economy

CO Mapping with Programme Outcomes

	PO 1	**PO 2**	**PO 3**	**PO 4**	**PO 5**	**PO 6**	**PO 7**	**PO 8**
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3

CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

Core 10

Course Title	Historiography and Historical Methods						
Course Type	Core Course 10	Course Code	26UPHIS1C10				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			6	1	0	0	6

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, IbnKhaldun, L.V. Ranke, Arnold Toynbee,E.H. Carr, FernandBraudel, E.P. Thompson, Eric Hobsbawm

UNIT V

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

LEARNING RESOURCES

Recommended Books

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

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

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

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

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

References

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

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

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

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

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

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

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

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

Web sources:

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 contributionof western historians

CO 5- Highlight the historical writings of important Indian historians

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3

CO 5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

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

Elective-10

Course Title	**History of Modern World 1789 – 1945 CE**							
Course Type	Elective Course 10	**Course Code**	23UPHIS1E10					
Year	II	**Semester**	III					
Credits	3	**Hours**	**L**	**T**	**P**	**F S**	**Total**	
			4	1	0	0	**4**	

Learning Objectives:

1- The primary objective of this course is to help students understand the consequences of the First World War.

2- Then, a deeper analysis of the root cause of the emergence of ultra-nationalist philosophy in Europe will be undertaken.

3-The emergence of a new socio-economic system will be explored.

4- The impact of World War II and the decolonization process will be discussed.

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 World Wars I and II; Modern China: Opium War, Revolution of 1911, Dr. Sun-yat-sen, and Establishment of the People's 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, and Formation of the UNO and its Agencies.

References

Berghahn, V.B. *Germany and the Approach of War in 1919*, St. Martin's Press, 1993.

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, 1870*–Present. 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.

Joll, James. *Europe since 1870*, Penguin Books, 1990.

…. *The Origins of the First World War*, London: Longman, 1984.

Ketelbey, C.D.M. *A History of Modern Times (From 1789)*, London, Oxford University Press, 1973.

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 the Modern World from to AD1500-AD2011*, New Delhi, Sterling Publishers, 2014.

….A 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.

Sidney, Pollard. *Peaceful Conquest – The Industrialization of Europe, 1760-1970*, Oxford University Press, 1981.

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 Outcomes:

1 – To understand the different principles, such as imperialism and nationalism.

2 -To expound the great war and the aftermath of world politics.

3- To assess the significance of the UNO in promoting peace among countries.

4- To Evaluate the development of the unipolar system.

5. To provide students with an understanding of the policies of countries and their approach toward developing and underdeveloped countries.

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

Average	3	3	2.6	3	2.6

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

Elective-11

Course Title	**Global History**							
Course Type	Elective Course 11	**Course Code**	23UPHIS1E11				
Year	II	**Semester**	III				
Credits	3	**Hours**	**L**	**T**	**P**	**FS**	**Total**
			4	1	0	0	**4**

Learning Objectives

1-To understand the changing dimension of Historical Methods

2-To disseminate the process of global interconnectedness

3-To examine and analyse the rise and Growth of Civilizations through migration and cross-cultural exchanges

4-To provide the model of historical discourse beyond Eurocentrism in understanding History

5- To trace the significance of Asia and Africa in the emergence of Human civilization

6-To discuss the importance of Great Divergence and Convergence

Unit 1: Introduction to Historical Methods

What is History? Dialogue with the past. The Boundaries between the Past and Present-Philosophy of History: Uses and Abuse of History

Unit II: Genesis of Global History

Theories of World History: Total History, World Systems Approach, and Global History.

Unit III: Evolution of cross-cultural connectivity

Migration and trade-Cross-Cultural Religious and economic exchanges, Trade and the transmission of Buddhism: From India to China-Overland Trade and maritime routes-Cultural interactions in Eurasia: The case of the Porcelain Trade-Growth of Islam and trade networks in Asia and the Mediterranean.

Unit IV: Asia and Africa in Global History

Oceans and History: The Ming Dynasty and Zheng He-Trading Diasporas -Atlantic slave trade after 1500 - scramble for Africa–decolonization process.

Unit V: Global Connection

The Great Divergence and Convergence

References

Conrad, Sebastian. What Is Global History? 2017. Princeton University Press.

Bayly, C.A. The Birth of the Modern World: Global Connections and Comparisons.1780-1914, Oxford: Blackwell, 2004

Bearman, P, Bianquis, Th, C. E. Bosworth, E. van Donzel, and W. Heinrichs, Encyclopaedia ofIslam,2ndedn, Brill Online reference works, http://referenceworks.brillonline.com/browse/encyclopaedia-ofislam,

Bentley, Jerry. Old World Encounters, New York Oxford University Press 2008

Bose, Sugata, A Hundred Horizons, Harvard University Press, 2008

Carr, E.H.What is History. Penguin,2008

Chaudhuri, K.N.Asia before Europe: Economy and Civilization of the Indian Ocean from the rise of Islam to 1750, Cambridge UK, 1990.

Collingwood, R.G. The Idea of History, Hespereides Press, 2008

Cooper, Frederic, Africa in world history, https://www.cambridge.org/core/books/cambridge-world-history/africa-inworld-history/17D64AA26A9380CABA8548B526E6F128

Elton, G.R.The Practice of History, Collins, 1969

Ferdinand Braudel, A History of Civilizations, Tr. Richard Mayne, Viking Penguin, New York, 1993

Fritz Stern (ed) Varieties of History: from Voltaire to the Present, NewYork, Vintage, 1973.

Marc Bloch, The Historian's Craft, Manchester University Press, 2004

Shafer, R, J. A Guide to Historical Method, Dorsey Press, 1983

Wallerstein, I, The Modern World System, 3 vols.

Walsh, W.H. Philosophy of History; An Introduction, Harper and Row, 1968

Woolf, Daniel, A Global History of History, Cambridge University Press 2012.

Subramanyam, S. Explorations in Connected History: From the Tagus to the Ganges, Delhi: Oxford University Press, 2004.

---------- Explorations in Connected History: Mughals and Franks, Delhi: Oxford University Press, 2004.

---------- Three Ways to be Alien: Travails and Encounters in the Early Modern World, (Menahem Stern Jerusalem Lectures), Waltham (Mass.): Brandeis University Press, 2011.

Web Resources

https://www.jstor.org/stable/25014784
https://www.jstor.org/stable/41508017

https://www.jstor.org/stable/2650179

Course Outcomes:

1 – To define and understand the meaning and usage of History

2- To comprehend the emergence of the historiography of Global History.

3- The importance and significance of looking at the cross-cultural connection in the emergence of human civilization.

4- To understand the concept of the center and periphery in history.

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	History for Competitive Examination							
Course Type	NME-II	Course Code	23UPHIS1N02				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	FS	Total
			3	1	0	0	6

Learning Objectives

1.To understand the history of ancient India through its empires.

2. To study the Delhi Sultanate, Mughal, and South Indian kingdoms.

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

4. To perceive the lives and missions of many martyrs of India.

5. To possess knowledge of contemporary India.

This course aims to disseminate the importance of Indian History in 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, and Pre-Gandhian era.

UNIT-IV- Modern India II

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

UNIT-V- Contemporary India

Indian Constitution, Five-Year Plans, and 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. *Modern India History*. 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

1- To analyze the prehistory and Indus Valley civilization in ancient India.

2- To Evaluate of Medieval Indian empires and their achievements.

3- Understanding the importance of the struggle for freedom and its results.

4-To assess the role of governments in the development of a nation since independence.

5- To stimulate students' understanding of the need for Indian history in contemporary competitive examinations.

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2

Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

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

Course Title	**India's Struggle for Independence**							
Course Type	NME-II	**Course Code**	23UPHIS1N03					
Year	II	**Semester**	III					
Credits	2	**Hours**	**L**	**T**	**P**	**F S**	**Total**	
			3	1	0	0	**6**	

Course objectives

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

To highlight the social and cultural changes during British India.

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

To examine the trends of linguistic and racial identities,

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

UNIT - I

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

UNIT - II

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

UNIT - III

Gandhian Era: Champaran, Non-Cooperation and Khilafat Movement, and 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, and 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 at 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. *The 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

1- To analyze the genesis and progress of the resistance movements against the British.

2- To understand the impact of the 1857 revolt.

3-To examining the rise of national leaders and nationalism.

4 -To assess the role of moderates and extremists in the Indian National Movement.

5- To recapitulate the ideas and movements of the Indian Freedom struggle.

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO 1	3	3	2	3	2
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	3	2	3	2

a. Course Outcomes (COs)

On successful completion of the course, the student will be able to

	Course Outcomes	Level
CO1	Understand the importance of Peace	Understand
CO2	Explain how to recover the state of Peace	Understand
CO3	Internalize and Practice the Values of Peace	Apply
CO4	Understand sustainable Peace and the role of oneself	Understand
CO5	Become the peace messenger who spreads the culture of Peace	Apply

Units	Content	Hours
I	**Introduction to Peace Education and HWPL** Aims and objectives of Peace Education - Development of Peace work of HWPL–Making groups for assignments – Rapportbuiling	11
II	**Finding Peace, and me** Diversity - Harmony - Original State of All Creation – Connectivity – Value–Role –Duty – Interpersonal relationship - Greed – Love – Order	11
III	**Peace Values** Gratitude – Consideration - Sacrifice – Understanding – Forgiveness – Respect for Parents, Teachers and Peace – Scripture - Cultural sphere	11
IV	**Peace Citizen** Heritage – World Peace – Great legacy; a case of Peace – Law – Law-abiding Spirit – Treaty – DPCW – NGO; HWPL - Peace Citizen – Courage – Peace-loving Heart – Messenger of Peace	11
V	**Peace Messenger** Peace Messenger-Peace experience- Will for Peace	10

Tasks and Assignments:

- ✓ Writing an Essay on World Peace and Gratitude.
- ✓ Engaging in debates on topics related to Peace.
- ✓ Group Project for practicing Peace Values.
- ✓ Group Project to promote the importance of Peace

References

https://www.un.org/en/
https://www.youtube.com/watch?v=I8LhBZc6Sn4
https://www.hwpl.kr/language/en/home-hwpl-_en/
Heavenly Culture World Peace Restoration of Light, (2022), Road to Peace
Oh Ik-soo, (1996), Youth Group Counseling

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	1	1	2	1	1
CO2	2	3	1	1	1	1
CO3	3	3	3	2	2	3
CO4	3	3	3	3	3	2
CO5	3	3	3	3	1	2

Course Title							
Course Type	Internship/Industrial Activity	**Course Code**	26UPHIS101				
Year	II	**Semester**	IV				
Credits	2	**Hours**	**L**	**T**	**P**	**FS**	**Total**
			0	1	0	0	**6**

Internship/Industrial Activity

Core 11

Course Title	History of Contemporary India Since 1985-2019							
Course Type	Core Course 11	**Course Code**	23UPHIS1C11					
Year	II	**Semester**	IV					
Credits	5	**Hours**	**L**	**T**	**P**	**F S**	**Total**	
			6	1	0	0	**6**	

Course Objectives

This Course imparts the following skills and knowledge to students:

CO1 The course describes the making of the Indian Constitution, economic planning, and the linguistic reorganization of Indian states.

CO2 provides a picture of how India's political and economic agenda and the basics of its foreign policy have evolved and developed since independence.

CO3 also focuses on the development of education, science, and technology and dwells on the consolidation of the nation, examining contemporary issues related to religion, caste, and politics in India.

CO4 To analyze the issues and challenges in contemporary India.

CO5 To study social changes which transformed the Indian society

Unit -I

The Rajiv Years – Foreign Policy of India – Sri Lanka policy: Indian Peace Keeping Force (IPKF) to Sri Lanka, Technological developments, Bofors scandal, Shah Bano Case, and Assassination.

Unit-II

1989 General elections – Formation of Janata Dal - Vishwanath Pratap Singh as Prime Minister of India - recommendations of the Mandal Commission - Chandra Shekhar – Indian Economy, 1984-91.

Unit-III

1991 General elections - P. V. Narasimha Rao - New Economic Policy -Starting of the National Stock Exchange - National security, foreign policy and crisis management.

Unit IV: 1996 General election–United Front coalition government–H. D. Deve Gowda – I. K. Gujral- 1998 and 1999 General elections– Vajpayee.

Unit -V

National Democratic Alliance - Atal Bihari Vajpayee–nuclear bomb testing – Bus Diplomacy and Lahore summit–Kargil Invasion: Operation Vijay–National Highway Development Project: Golden Quadrilateral and North-South and East-West Corridors – 2004, 2009 General elections Manmohan Singh – globalization. – India's Foreign Policy: NDA Government and Demonetization.

References:

Khilnani, Sunil 1998. *The Idea of India New Delhi*, Penguin.

Menon, Nivedita, 2001 *Gender and Politics in India*. New Delhi, Oxford University Press.

Schwartzberg, J.E. (ed.) 1978 *A Historical Atlas of South Asia*. University of Chicago Press

Thapar, Romila. (ed.) 2000 *India: Another Millennium,* New Delhi, Penguin.

Wolpert, Stanely 1993 *A New History of India.* O.U.P.

Chandra, Bipin 1984 *Communalism in Modern India*. Vikas, New Delhi.

Chatterjee, Partha 1994 *The Nation and Its Fragments*. O.U.P.

Das, Veena. 1995. *Critical Events: An Anthropological Perspective on Contemporary India*. Delhi: Oxford University Press.

Kaviraj, S. (ed.) *Politics in India.* OUP – selected chapters

Acharya, K.R. & et.al *Perspectives on Indian Government and Politics*, New Delhi: Chand & Co., 1993.

Basu, D.D. *Contemporary Constitution of India*. Vol.1&2., New Delhi: Tata Mcgraw Hill, 1990.

Bose, D.M., S.N. Sen and B.V. Subbarayappa.eds. *A Concise History of Science in India. New Delhi: Indian National Science Academy*; 1989.

Chandra, Bipan and et.al. *India After Independence*. New Delhi: Penguin, 1997.

Saberwal, Satish, *Roots of Crisis: Interpreting Contemporary Indian Society.* New Delhi: Sage, 1996.

Thakur, Ramesh. *The Government and Politics of India*. Houndenville: Macmillan,

1995.

Venkatesan.G, *Contemporary India*, E&T.

Course outcomes

CO1-Assess the new political formations after independence

CO2- Understand the process of building new nation determine the factors

CO3 -Contributing to the growth of democratic institutions

CO4- Asses the contribution of Nehru on various spheres of the nation

CO5 -Assess the significance of secularism in India

CO6 -Determine the role of political leadership in integrating India into single nation

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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

Core-12

Course Title	International Relations since 1945 CE							
Course Type	Core Course 12	Course Code	26UPHIS1C12					
Year	II	Semester	IV					
Credits	5	Hours	L	T	P	FS	Total	
			6	1	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 the 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-relation**ns**

Course Outcomes:

CO 1 –Explain the various theories and concepts of International Relations.
CO 2 –Evaluate the impact of the Cold War.
CO 3 –Assess the achievements of the 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

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

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

CO Mapping with Programme Specific Outcomes

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

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

Project

Course Title	**Project**							
Course Type	Project with Viva	**Course Code**	26UPHIS1P01					
Year	II	**Semester**	IV					
Credits	7	**Hours**	**L**	**T**	**P**	**F S**	**Total**	
			10	1	0	0	**4**	

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

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

Each student should work under a faculty member allotted by the department. After completion of the project, a Viva Voce Examination will be conducted.

Elective-12

<table>
<tr><td>Course Title</td><td colspan="7">Science and Technology in India since 1947 CE</td></tr>
<tr><td>Course Type</td><td>Elective Course 12</td><td>Course Code</td><td colspan="5">26UPHIS1E12</td></tr>
<tr><td>Year</td><td>II</td><td>Semester</td><td colspan="5">IV</td></tr>
<tr><td rowspan="2">Credits</td><td rowspan="2">3</td><td rowspan="2">Hours</td><td>L</td><td>T</td><td>P</td><td>F S</td><td>Total</td></tr>
<tr><td>4</td><td>1</td><td>0</td><td>0</td><td>4</td></tr>
</table>

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 impacts 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 Stale. 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.

Nayar, Baldev Raj 1983. India's Quest for Technological Independence: Two Volumes. New Delhi: Lancer Publications.
Parthasarath, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". Economic & Political Weekly, Bombay, VOL. XXVII, NO. August 35 29.
Parthasarathi, Ashok. 1987. "Acquisition and Development of Technology the Indian Experience". Economic and Poli1ical Weekly, Vol. XXII, No. November 48 28. [In Japanese]
Raj, Gopal 2000. Reach for the STARS: The Evolution of India's Rocket Program. New Delhi: Viking, Penguin Books India (P) Ltd.
India Year Book, Publications Division, Government of India

References

Parthasarathi, Ashok. 1969. "Appearance and Reality in Indian Science Policy." Nature 221(5184), March 8, pp. 909-911.
Parthasarathi, Ashok 1972. Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST), Government of India, Special Assistant for S & T to Prime Minister, New Delhi, March.
Phalkey, Jahnavi 2013. Atomic State: Big Science in Twentieth-Century India. Ranikhet: Permanent Black
Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.
Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented at 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 impacts of scientific advancements.

CO Mapping with Programme Outcomes

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

Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

Elective -13

Course Title	**Women in India through the Ages**							
Course Type	Elective Course 11	**Course Code**	26UPHIS1E13					
Year	II	**Semester**	IV					
Credits	3	**Hours**	**L**	**T**	**P**	**F S**	**Total**	

			4	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, Jyotiba Phule and Savitribai Phule, Pandita Rama Bai, and 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
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	**Tourism in Tamil Nadu**		
Course Type	Skill Enhancement Course / Professional Competency Skill	**Course Code**	26UPHIS1S01
Year	II	**Semester**	III

Credits	2	Hours	L	T	P	FS	Total
			4	1	0	0	**4**

Learning Objectives:

1 –Explain the types of tourism in Tamil Nadu.
2 –Describe the role of the Tamil Nadu government in the promotion of tourism.
3 –List the various training facilities.
4 –Describe the tourist attractions in Tamil Nadu.
5 –Examine 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 – Kanniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram

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

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 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 the 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
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

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

CO Mapping with Programme Specific Outcomes

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

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

Course Title	**Introduction to Epigraphy**							
Course Type	Skill Enhancement Course / Professional Competency Skill	**Course Code**	26UPHIS1S02					
Year	II	**Semester**	IV					
Credits	2	**Hours**	**L**	**T**	**P**	**F S**	**Total**	

			4	0	0	0	**4**

Learning Objectives:

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

UNIT I

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

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

Unit III- Types of inscriptions- monumental- archival- Incidental

UNIT III

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

UNIT IV

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

Unit V-

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

LEARNING RESOURCES

Recommended Books

Buhler,George, Indian Paleography,Indian Studies Past and Present; Calcutta; 1959

Dani.A.H, Indian Paleography,MunshiramManoharlal Publishers; 3 edition,2011

Sivaramamurthy.C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum,1952

Web Sources:

1. https://www.britannica.com/topic/epigraphy
2. https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History
3. https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf

Course Outcomes:

CO 1 –Define epigraphy and explain its significance.
CO 2 - Identify the varieties of materials used
CO 3 – explain the types of inscriptions
CO 4- trace the origin of writing in South India
CO 5 - explain the use of inscriptions as historical source

CO Mapping with Programme Outcomes

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

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

CO Mapping with Programme Specific Outcomes

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

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