



DEPARTMENT OF HISTORY

BISHOP HEBER COLLEGE (AUTONOMOUS)

[Nationally Reaccredited with 'A' Grade by NAAC with CGPA of 3.58 out of 4]

(Recognized by UGC as 'College of Excellence')

[Affiliated to Bharathidasan University]

TIRUCHIRAPPALLI - 620017



SYLLABUS

2023 - 2024

M.A HISTORY

M.A.,
HISTORY SYLLABUS

S.No.	Courses	Titles
1	Core 1	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)
2	Core 2	Socio Cultural History of Tamil Nadu up to 1565 CE
3	Core 3	History of World Civilizations (Excluding India)
4/5	Elective 1/2	Freedom Struggle in Tamil Nadu / Indian Art and Architecture
6/7	Elective 3/4	Administrative History of Tamil Nadu / Cultural Heritage of India
8	Professional Competency Skill	Research and Report Writing
9	Core 4	History of Medieval India - 1206 - 1707 CE
10	Core 5	Socio Cultural History of Tamil Nadu - 1565 - 1956 CE
11	Core 6	Historiography and Historical Methods
12/13	Elective 5/6	History of Journalism / International Migrations and Diasporic Studies
14/15	Elective 7/8	Indian Constitution / Environmental History of India
16	Skill Enhancement Course 1	Introduction to Epigraphy
17	Core 7	Colonialism and Nationalism in India
18	Core 8	Intellectual History of India
19	Core 9	Economic History of India since 1857 CE
20/21	Elective 9/10	Principles and Techniques of Archaeology / Studies in Human Rights
22	Core Industry Module	Tourism in Tamilnadu
23	Skill Enhancement Course 2	Communication Strategies for Leadership Success
24	Core 10	Contemporary India
25	Core 11	Peasant and Labour Movements in India
26	Core 12	International Relations since 1945 CE
27/28	Elective 11/12	Women in India through the Ages / Science and Technology in India since 1947 CE
29	Skill Enhancement Course 3	Cargo and Logistics

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 <i>On completion of the M.A. History programme the students will be able to:</i>
PO 1	Disciplinary Knowledge	Develop comprehensive knowledge and understanding of the discipline of History at the postgraduate level. Understand the various concepts and theories.
PO 2	Communication Skills	Communicate with clarity and fluency their in-depth understanding of the subject; 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 ability to use ICT tools. Raise relevant questions, recognize cause and effect relationships, define problems, formulate hypotheses, ability to plan, execute and report the results.
PO5	Multicultural Competence	Understand various cultures, appreciate their values; acquire 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 the multiple perspectives and respect human values.
PO7	Leadership Qualities	Exhibit leadership abilities in organizing the work by setting plans and execute them.
PO8	Lifelong Learning	Learn throughout life, adapting to changing times, technology and knowledge.

Programme Specific Outcomes

S. No.	Programme Specific Outcomes
	<i>The students on completion of M.A., History programme will be able to:</i>
PSO – 1 Domain Knowledge	Explain the Meaning of History, identify the sources, discuss the historical events and processes, the various concepts and theoretical approaches.
PSO – 2 Communication, Entrepreneurial and Employable Skills	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 mind for viable solutions. Evaluate the 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 and other issues faced by humanity.

Courses with Credit Distribution

The M.A., History programme shall consist of the following courses:

Part	Category of Courses	Number of Courses	Credits for Each Course	Total Credits
Core	Core Courses	12	4	48
Elective	Elective Courses	6	3	18
Skill Enhancement Course	Skill Enhancement Courses	3	2	6
Professional Competency Skill, Core Industry Project with Viva	Professional Competency Skill Course	1	2	2
	Core Industry	1	3	3
	Project with Viva	1	4	3
Ability Enhancement Course	Ability Enhancement Courses	4	2	8
Internship	Internship	1	2	2
Extension Activity	Extension Activity	-	-	1
	Total Credits			91

Programme : M.A. History - 2023 onwards

Se m.	Pa rt	Course	Course Title	Course Code	Hours / week	Credi ts	Marks		
							CIA	ESE	Tota l
I	Par t A	Core I	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)	P23HS101	7	5	25	75	100
		Core II	Socio Cultural History of Tamil Nadu upto 1565 CE	P23HS102	7	5	25	75	100
		Core III	History of World Civilizations (Excluding India)	P23HS103	6	4	25	75	100
		Elective I	Freedom Struggle in Tamil Nadu	P23HS1:A	5	3	25	75	100
			Indian Art and Architecture	P23HS1:B					
		Elective II	Administrative History of Tamil Nadu	P23HS1:C	5	3	25	75	100
Cultural Heritage of India	P23HS1:D								
					30	20			
II	Par t A	Core IV	History of Medieval India - 1206-1707 CE	P23HS204	6	5	25	75	100
		Core V	Socio Cultural History of Tamil Nadu - 1565 -1947 CE	P23HS205	6	5	25	75	100
		Core VI	Historiography and Historical Methods	P23HS206	6	4	25	75	100
		Elective III	History of Journalism	P23HS2:A	4	3	25	75	100
			International Migrations and Diasporic Studies	P23HS2:B					
		Elective IV	Indian Constitution	P23HS2:C	4	3	25	75	100
			Environmental History of India	P23HS2:D					
NMEC I	Introduction to Epigraphy	P23HS2E 1	4	2	25	75	100		
					30	22			
III	Par t A	Core VII	Colonialism and Nationalism in India	P23HS307	6	5	25	75	100
		Core VIII	Dravidian Movement	P23HS308	6	5	25	75	100
		Core IX	Economic History of India since 1857 CE	P23HS309	6	5	25	75	100
		Core X	Contemporary India	P23HS310	6	4			
		Elective V	Principles and Techniques of Archaeology	P23HS3:A	3	3	25	75	100
			Studies in Human Rights	P23HS3:B					
		NMEC II	Tourism in Tamil Nadu	P23HS3E 2	3	2	25	75	100
Internshi p	Internship / Industrial Activity	P23HS3I1	--	2	--	--	100		
					30	26			

Part A	Core XI	Social Movements in India	P23HS411	6	5	25	75	100	
	Core XII	International Relations since 1945 CE	P23HS412	6	5	25	75	100	
	Core Project	Core Project with Viva Voce	P23HS4PJ	8	7	20	100	100	
	Elective VI	History of Science and Technology	P23HS4:A	4	3	25	75	100	
		Women in India through the Ages	P23HS4:B						
	SEC	Cargo and Logistics	P23HS4S1	4	2	25	75	100	
	Extension Activity	Extension Activity	P23ETA41	--	1	--	--	--	
Part B	VLO	The Big Picture	P23VLO41	2	2	100	--	100	
		Flying High	P23VLO42						
				30	25				
				Total Credits :		91+2			

Semester - I

Core - 1

Course Title	History of Ancient and Early Medieval India - Prehistory to 1206 CE						
Course Type	Core Course 1	Course Code: P23HS101					
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			6	1	0	0	7

Learning Objectives

1. Explain the sources and the features of Pre and Proto history at the national and regional level
2. Understanding of the social, political and economic life in the Vedic age and the post-Vedic polity and religion
3. An account of Mauryan and Post- Mauryan period
4. The chief features of the Age of Guptas and its legacy
5. Knowledge of the history of the Peninsular India under various dynasties

UNIT I

Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic –Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts; Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai

UNIT II

Vedic Period: Debate on the original home of the Aryans –Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander’s Invasion and its impact

UNIT III

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion; Mauryan Administration: Kautilya and Arthasastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture

UNIT IV

Guptas – Polity and Administration – Patronage to Art, Architecture and Literature– Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung’s account of India

UNIT V

Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, 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

Chakravathy, 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)

Core - 2

Course Title	Socio Cultural History of Tamil Nadu upto 1565 CE						
Course Type	Core Course 2	Course Code	P23HS102				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			6	1	0	0	7

Learning Objectives

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

UNIT I

Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai – Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai – Nadukal

UNIT II

Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature

UNIT III

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

UNIT IV

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

UNIT V

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

Books for Study

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

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

Suggested Readings:

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

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

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

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)

Core - 3

Course Title	History of Select Civilizations (Excluding India)						
Course Type	Core Course 3	Course Code	P23HS103				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

1. Explain the concepts of civilization and culture and brief history of pre- historic period
2. Present different features of various ancient civilizations
3. Explain the main West Asian civilizations
4. Compare the features of Chinese and Japanese civilizations
5. Study and compare Greek and Roman Civilizations

UNIT I

Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations

UNIT II

The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures

UNIT III

The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia's World Empire.

UNIT IV

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

UNIT V

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

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. Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations
3. Study about origin and growth of river valley civilizations
4. Describe the features of Chinese and Japanese civilizations
5. Explain the contributions of Greek and Roman civilizations

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Elective - I

Course Title	Freedom Struggle in Tamil Nadu						
Course Type	Elective Course 1	Course Code	P23HS1:A				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

Course Objectives

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

UNIT I

Poligar Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact

UNIT II

Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – Madras Mahajana Sabha - Impact of Gandhi Visit Tamilnadu

UNIT III

Press and Nationalism – The 'Hindu', Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya - Salem Desabhimani – Desabhaktan - Sooryodhayam - Vijaya-Chakravardhini- Bala Bharatham- Nava Sakthi - Swantira Sangu-

UNIT IV

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.SubramiayalIyer-V.O. Chidamabaram – Subramania Bharathi – Kadalur Anjaliammal - Soundaram Ammayar. Revolutionary Movement in Tamil Nadu – Vanchinathan – Tirupur Kumaran - Subramania Siva-Neelakanta Brahmachari

UNIT V

Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi
Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils

Learning Resources**Recommended Books for Study**

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

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

Rajayyan, K.: Tamil Nadu: A Real History

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

G. Venkatesan, History of Indian Freedom Struggle

Reference

Narasimhan V.K. : Kamaraj – A Study

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

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

Web Sources:

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

Course Outcomes:

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

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

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

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

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Elective - I

Course Title	Indian Art and Architecture							
Course Type	Elective Course 2	Course Code	P23HS1:B					
Year	I	Semester	I					
Credits	3	Hours	L	T	P	F	S	Total
			4	1	0	0		5

Learning Objectives

1. detail the art and architectural forms during the Harappan and Mauryan periods
2. explain the impact of Buddhism on art forms
3. discuss the evolution of art and architecture under Pallavas and the Cholas
4. highlight the features of Islamic architecture particularly under Mughlas
5. to point out the salient features of colonial architecture

UNIT I:

Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars

UNIT II:

Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola

UNIT III:

Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)

UNIT IV:

Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque - Qutub Minar - Mughal Art and Architecture: Humayun's Tomb - Fatehpur Sikri, -Red Fort- Taj Mahal - Mughal Paintings

UNIT V:

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

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, Stosius Inc/Advent Books Division; Subsequent edition, 1980

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

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

Web sources

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

Course Outcomes:

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

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

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

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

CO 5 Appreciate the features of colonial architecture

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-M2)

L-Low (1)

Elective - 2

Course Title	Administrative History of Tamil Nadu						
Course Type	Elective Course 3	Course Code	P23HS1:C				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

Course objectives:

1. To examine the administration of Justice party
2. To highlight the achievements of Congress rule
3. To explain the major achievements of 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 Panagal- P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid –day meal scheme

Unit II

Congress rule: C.Rajagoplachari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid-day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth

Unit – III

DMK administration-C.N Annadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaingar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant. Manu NeethiThittam- Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development

Unit- IV

AIADMK administration: MGR-Nutritious Meal scheme- educational reforms - introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities-Tamil University at Tanjore-Mother Teresa university at kodaikkanal- J.Jayalalitha -welfare measures- Amma Unavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting

Unit V

Policies and programmes– economic- social and demographic impact

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

Sandhya Ravishankar.,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

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 - 2

Course Title	Cultural Heritage of India						
Course Type	Elective Course 4	Course Code	P23HS1:D				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

Learning Objectives:

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

UNIT I

Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan and Vedic Ages

UNIT II

Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature

UNIT III

Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement

UNIT IV

Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period

UNIT V

Colonial Rule and the westernisation of Culture - Amalgamation of the old and new art forms. Education and the enduring legacy of the colonial rule – Impact of Western Literature

LEARNING RESOURCES

Luniya, B.N.	: Evolution of Indian Culture
Wolport, S.	: Introduction to India
Hussain, S.A.	: The National Culture of India
Tomery, E.	: History of Fine Arts in India and West

- Basham, A.L. : The Wonder that was India
 Brown, Percy : Indian Architecture – Buddhist and Hindu, Vol. I
 Coomaraswamy, A.K.: History of Indian and Indonesian Art
 Kramrish, Stella : Art of India
 Poande, Susmita : Medieval Bhakti Movement

Web sources:

<https://indiaculture.gov.in>

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

<http://www.intach.org>

<https://www.exoticindiaart.com>

Course Outcomes:

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

Semester - II

Core - 4

Course Title	History of Medieval India - 1206 - 1707 CE						
Course Type	Core Course 4	Course Code	P23HS204				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives

1. Examine the establishment of centralized monarchy
2. Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq
3. Analyse the Mughal religious and Deccan policy.
- 4 Outline the advancements in art and architecture
- 5 Explain the economic and socio-cultural life in medieval India

UNIT I

Establishment of the Delhi Sultanate: Qutbuddin Aibak and Iltutmish — *Iqta* System - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban- *Chihalgani*- Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion –Jalaluddin and Alauddin Khalji's approaches to the State – Changes among the ruling Classes –Conquest and Annexation.

UNIT II

Problems of a Centralized State: Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital-Firoz Tughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate

UNIT III

The Foundation of Mughal Empire: Central Asian experience of Babur - India on the eve of Babur's invasion– Struggle for empire in North India – Significance of the Afghan despotism- Rise of Sher Shah Sur; **Expansion and Consolidation**– Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– Nur Jahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.

UNIT IV

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

UNIT V

Economic and Socio-Cultural Life in Medieval India: Economy: Agricultural Production, Village Society and the Revenue System – Trade– relations with the Europeans-Society- Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious

Ideas and Beliefs- The Sufi Movement– The Bhakti Movement in North India – Culture- Architecture – Literature – Fine Arts – Music.

LEARNING RESOURCES

Recommended Books

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

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

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

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

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

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

References

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

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

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

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

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

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

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

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

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

Web sources:

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

<https://studoc.com>

<https://indiaolddays.com>

Course Outcomes:

CO 1 –understand the establishment of centralized monarchy

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

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

CO 4 –Outline the advancements in art and architecture

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

CO Mapping with Programme Outcomes

	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 – 1947 C.E.						
Course Type	Core Course 5	Course Code	P23HS205				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	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 –Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
- 4 –Appreciate the Growth of Western Education
- 5 –Examine the contribution of Dravidian movement to social transformation

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES**Recommended Books**

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

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

References

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

Web Sources

1. https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt
2. <https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>

Course Outcomes:

- CO 1** –Narrate the social condition during the Nayak period
- CO 2** –Evaluate the contributions of Marathas to the culture of the Tamil region
- CO 3** –Analyse the Contribution of Sethupathis of Ramnad to Tamil society.

CO 4 – Appreciate the Growth of Western Education

CO 5 – assess the contribution of Dravidian movement to social transformation

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
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	Historiography and Historical Methods						
Course Type	Core Course 6	Course Code	P23HS206				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			5	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, Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm

UNIT V

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

LEARNING RESOURCES**Recommended Books**

Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019
 Carr, E.H., *What is History?*, Penguin Books Ltd., New Delhi, 2018.
 Manikam, S., *On History & Historiography*, Padumam Publishers, Madurai

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

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

References

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

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

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

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

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

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

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

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

Web sources

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

Course Outcome

CO 1 - Explain the meaning and scope of history

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

CO 3 –Undertake historical research

CO 4 - Analyse the contribution of western historians

CO 5- Highlight the historical writings of important Indian historians

CO Mapping with Programme Outcomes

	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 - 3

Course Title	History of Journalism						
Course Type	Elective Course 5	Course Code	P23HS2:A				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning objectives:

1. To explain the origins and the role of press in social awakening
2. To present the role of the press in the freedom movement
3. To explain the government reaction to the role of the press
4. To present the role of prominent personalities for the growth of journalism
5. To explain the contribution of various newspapers

UNIT I

The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies.

Unit II

Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India

Unit III

Government and the press: reaction and regulation –Press laws

Unit IV

Contribution of Eminent Personalities to Indian Journalism: Bala Gangadhara Tilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. Subramania Iyer- Peiryar-Aditanar-Kalaignar

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

LEARNING RESOURCES**Recommended Books**

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

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

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

Web sources:

https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150

https://www.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)

Elective - 3

Course Title	International Migrations and Diasporic Studies						
Course Type	Elective Course 6	Course Code	P23HS2:B				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

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

UNIT I: International Migrations

Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations

UNIT II: Theories of Diaspora

Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora

UNIT III: The Indian Diaspora: A Survey

The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia

UNIT IV: Issues of Identity in the Indian Diaspora

Religion and Caste – Language and Culture – Institutions and Associations

UNIT V: Indian Diaspora and Policy Perspective

Sending Country's Perspective – Receiving Country's Perspective

LEARNING RESOURCES**Recommended Books**

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

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

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

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

Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*.

London: Edward Elgar. [Introduction]

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

References

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

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

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

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

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

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

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

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

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

Web sources

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

Course Outcomes:

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- 4

Course Title	Indian Constitution						
Course Type	Elective Course 7	Course Code	P23HS2:C				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

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

UNIT I

Historical background - Sources of the Indian Constitution - Preamble-citizenship

UNIT II

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties- important amendments to the Constitution

UNIT III

Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions

UNIT IV

Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers and functions- Process of lawmaking – Speaker – Parliamentary Committees – Supreme Court of India: Composition, powers and functions

UNIT V

State Government: Role of the Governor - State Legislature – Cabinet- High Courts –

LEARNING RESOURCES**Recommended Books**

Austin Granville, The Indian Constitution: Cornerstone of A Nation, Oxford University Press,1999

Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co. 1996

Durga Das Basu, An Introduction to Indian Constitution, Wadha& Company, 2001

Shukla, V.N, The Constitution of India, Eastern Book Company,1977

5. Khanna, V.N, Constitution and Government of India, S. Chand & Co., 1981

References

- Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University, 2009
- Durga Das Basu, *Commentary on the Constitution of India*, Wadha & Company, 2000
- Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019
- Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952

Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. https://www.constitutionofindia.net/constitution_of_india
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 the government.

CO 5.- Explain the structure at the state level

CO Mapping with Programme Outcomes

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

Course Title	Environmental History of India						
Course Type	Elective Course 8	Course Code	P23HS2:D				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives:

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

Unit I

Introduction To Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhian, Eco-Feminism, Anthropocene.

Unit II

Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals And Hunting.

Unit III

Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways –Hill Stations – Systematic Conservation versus Exploitation Debate.

Unit IV

Independent India’s Environmental Policy– Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment–Big Dams And Hydro-Electric Power Projects –Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal – National Green Tribunal.

Unit V

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada Bacchao Andolan – Silent Valley Movement – Jungle Bachao Andolan –

LEARNING RESOURCES

Recommended Books

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

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

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

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

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

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

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

References

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

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

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

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

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

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 eco systems from a historical perspective.

CO 3 –Evaluate the impact of British ecological imperialism.

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

CO 5- Examine the role of various movements

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

NMEC - 1

Course Title	Introduction to Epigraphy						
Course Type	Non-Major Elective Course - 1	Course Code	P23HS2E1				
Year	I	Semester	II				
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,Munshiram Manoharlal 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)

Semester - III**Core - 7**

Course Title	Colonialism and Nationalism in India						
Course Type	Core Course 7	Course Code	P23HS307				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	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 to self-rule
- 4 – to examine the role of masses in the freedom struggle
- 5 – to detail the process of transfer of power and the attainment of independence

UNIT I

Colonialism: European Settlements in India: Portuguese – Dutch – French – English – Anglo-French Conflict – Acquisition of Bengal – Relationship with other Indian states – British imperialism and its impact.

UNIT II

Emergence of Nationalism in India: Manifestation of Discontent against British Rule – Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - Popular Pre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact – Socio-Religious Reform Movements: Ideological Base for the national movement - Predecessors of the Indian National Congress - Factors leading to the origin of Indian National Movement

UNIT III

From Representative politics to the idea of Self-rule: Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British – Evaluation of the Early Phase of the National Movement - Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements - Reactions to the Morley-Minto Reforms - Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919

UNIT IV

Era of Mass Movements: Early political activities of Gandhi– Rowlatt Satyagraha - Non-Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences - Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Congress and World Affairs - Growth of Communalism.

Unit V

Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps' Mission – Quit India Movement - Indian National Army - Last years of Freedom Struggle (1945 – 47) - Simla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.

LEARNING RESOURCES

Recommended Readings

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

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

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

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

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

References

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

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

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

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

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

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

Web sources

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

Course Outcomes:

CO 1 –Evaluate the impact of British imperialism.

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

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

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

CO 5 - Explain the process of partition

CO Mapping with Programme Outcomes

	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	Dravidian Movement						
Course Type	Core Course 8	Course Code	P23HS308				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Course Objectives

S.No	Course Objectives	Level	Unit
CO1	Analyze the relevance of socio-political movements of 19 th century in the context of today.	K4	I
CO2	Record the role of Christian missionaries in education	K1	I
CO3	Categorize the Dravidian movement and its growth in Tamil society	K4	II
CO4	Construct the growth of Tamil consciousness	K3	III
CO5	Evaluate the rule of different Dravidian parties	K6	IV
CO6	Summarize the impacts of the Dravidian movements in Tamil Nadu	K2	V

Unit 1: Awakening in Tamil Nadu

- 1.1 South Indian Rebellion and Vellore Mutiny
- 1.2 Expansion of Colonial Rule in Tamil Nadu
- 1.3 Land Revenue System in Madras Presidency- Zamindari and Ryotwari
- 1.4 Impact of Christian Missionaries in Tamil Nadu.
- 1.5 Philosophical ideas of Ramalinga Adigalar and Vaikunda Swami

Unit 2: Renaissance in Tamil Nadu

- 2.1 Tamil Renaissance
- 2.2 Indo-Aryan race theories and debates
- 2.3 Madras Mahajana Sabha and Dravida Sangam
- 2.4 Depressed Class Movements
- 2.5 Foundation of South Indian Liberal Federation

Unit 3: Evolution of Political Parties

- 3.1 Justice Party
- 3.2 Self Respect Movement
- 3.3 Formation of Dravida Kazhagam
- 3.4 Brahmin and Non-Brahmin Movement
- 3.5 Dravida Nadu and the dawn of Dravida Munetra Kazhagam (DMK)

Unit 4: Emergence of D.M.K

- 4.1. Formation of DMK and C.N. Annadurai
- 4.2 Anti – Hindi Agitation 1965
- 4.3 Federal Revolution of 1967 or Age of Dravidian Progressive Federation

- 4.4 Emergence of Kalaigar Karunanithi
4.5 DMK Rule - Administration and Achievements

UNIT 5: Role of ADMK

- 5.1 Formation of ADMK Party
5.2 Emergence of M.G. Ramachandran
5.3 Entry of J.Jayalalith in Dravidian Politics
5.4 ADMK Rule- Administration and Achievements
5.5 Impact of Dravidian Movements in Tamil Nadu

Unit: 6 Topics for Self-Study

S.No.	Topics	Web Links
1	Colonial Rule in Tamil Nadu	1. http://www.jetir.org/papers/JETIR1801197.pdf 2. https://core.ac.uk/download/pdf/188816419.pdf 3. https://www.brookings.edu/blog/up-front/2012/01/13/tamil-nadu-from-union-breaking-to-king-making/
2	Tamil Renaissance	4. https://www.academia.edu/9886454/RENAISSANCE_OF_TAMIL_LITERATURE_DURING_THE_JUSTICE_ADMINISTRATION_IN_MADRAS PRESIDENCY_1920_1937 5. http://www.ijcrt.org/papers/IJCRT2002081.pdf 6. http://www.internationaljournalsrg.org/IJEMS/2017/Volume4-Issue5/IJEMS-V4I5P102.pdf
3	Justice Party	7. https://www.researchgate.net/publication/331373469_THE_DERIVATION_OF_JUSTICE_PARTY_AND_ITS_IMPACTS_ON_THE_SOCIETY http://www.jetir.org/papers/JETIR1805898.pdf 8. https://www.dtnext.in/News/TamilNadu/2019/02/10052512/1106210/Those-Were-The-Days-Charting-the-history-of-Justice-.vpf
4	Formation of DMK	9. http://indiansaga.com/history/postindependence/tamil_nation.html 10. https://www.mapsofindia.com/on-this-day/17th-september-1949-political-party-dravida-munnetra-kazhagam-dmk-was-founded 11. https://www.epw.in/system/files/pdf/1964_16/39/the_dravida_movement.pdf 12. https://www.academia.edu/24457949/Elite_formation_within_a_political_party_the_case_of_the_Dravida_Munnetra_Kazhagam
5.	Formation of ADMK Party	13. https://www.elections.in/political-parties-in-india/all-india-anna-dravida-munnetra-kazhagam.html 14. https://indianexpress.com/article/research/aiadmkn-sasikalapanneerselvam-jayalalithaa-tamil-nadu-dravidian-movement-4619852/ http://www.supportaiadmkn.org/history/

Text Books

T1:NambiAroran, T, *Tamil Renaissance and Dravidian Nationalism*, Kudal Publications, Madras,1980.

T2:Hardgrave R, *The Dravidian Movement*, Popular Prakashan, Bombay, 1965.

Books for Reference:

R1:Irschic, Eugene, F., *Politics and Social Conflict in South India: The Non – Brahmin*

R2:*Movement and Tamil Separation 1916 – 1929*, University of California Press, Los Angeles, 1969.

R3:Rajaraman, P., *The Justice Party, 1916 - 1937*, Poompozhil Publishers, Madras, 1988.

R4:MangalaMurugesan, K., *Self Respect Movement*, ThendralPathipakam, Chennai, 1982.

R5:Rajayyan, K, *History of Tamil Nadu, 1565 – 1982*, Ratna Publications, Madurai, 1982.

R6:Subramanian, N., *History of Tamil Nadu 1565 – 1982*, Ennes Publication, Madurai, 1987.

R7:Venkatesan, G., *History of Modern Tamil Nadu, 1600 - 2011 A.D.*, Narmatha Publications, Rajapalayam, 2017.

Specific Learning Outcomes for P23HS308

UNIT	COURSE CONTENT	TAXONOMY LEVEL	LEARNING OUTCOMES
1.1	South Indian Rebellion and Vellore Mutiny	K1 & K6	Recall and Evaluate the South Indian Rebellion and Vellore Mutiny
1.2	Expansion of Colonial Rule in Tamil Nadu	K3	Demonstrate the expansion of Colonial Rule in Tamil Nadu
1.3	Land Revenue System in Madras Presidency- Zamindari and Ryotwari	K2	Estimate in detail the land Revenue System of Madras Presidency
1.4	Impact of Christian Missionaries in Tamil Nadu	K5	Interpret on the impact of Christian Missionaries in Tamil Nadu
1.5	Philosophical ideas of RamalingaAdigalarand Vaikunda Swami	K5	Evaluate the philosophical ideas of RamalingaAdigalarand Vaikunda Swami
2.1	Tamil Renaissance	K4	Analyze in the emergence of Tamil Renaissance
2.2	Indo-Aryan race theories and debates	K6	Formulate the Indo-Aryan race theories and debates
2.3	Madras Mahajana Sabha and Dravida Sangam	K6	Assess the role of Madras Mahajana Sabha and Dravida Sangam
2.4	Depressed Class Movements	K4	Theorize the Depressed Class Movements
2.5	Foundation of South Indian Liberal Federation	K2	Explain the foundation of South Indian Liberal Federation
3.1	Justice Party	K2	Review the emergence and need for Justice Party in the Madras Presidency
3.2	Self-Respect Movement	K5	Appraise Self Respect Movement as to inculcate the acceptance of dignity of an individual
3.3	Formation of DravidaKazhagam	K3	Sketch the Formation of DravidaKazhagam

Core - 9

Course Title	Economic History of India since 1857 CE						
Course Type	Core Course 9	Course Code	P23HS309				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

- 1 –Examine the agrarian condition and the impact of commercialization of agriculture.
- 2 –Assess the impact of international linkages on the growth of industries in colonial India.
- 3 – Explain the trade and monetary policy of colonial India.
- 4 – Examine the development of various transport infrastructure and the growth of cities
- 5- Critique the ideas of the economic nationalists

UNIT I:

Agriculture: Condition of Agricultural sector during 19th century- Zamindari, Ryotwari and Mahalwari Settlements – Agricultural Indebtedness: Role of Moneylenders and its Impact – Commercialization of Agriculture – Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy

UNIT II:

Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class

UNIT III:

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

UNIT IV:

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

UNIT V:

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

LEARNING RESOURCES**Recommended Books**

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

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

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

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

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

Reference:

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

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

Web sources

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

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

Course Outcomes:

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

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

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

CO 4 –Examine the development of various transport systems.

CO 5- Critique the ideas of the economic nationalists

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
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	Contemporary India						
Course Type	Core Course 10	Course Code	P23HS310				
Year	II	Semester	IV				
Credits	4	Hours	L	T	P	F S	Total
			5	1	0	0	6

Learning Objectives:

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

UNIT I

Demographic profile – characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population.

The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during Bharathiya Janata Party –

UNIT II

Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes.

Transport and Communications – Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication –Landline –internet, Communication satellites – Mobile communication.

UNIT III

The Economic Development – Planning Commission – National Development Council –State Plans – Five Year plans – Liberalization and Privatization and their impact.

The Foreign policy- objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia

UNIT IV

Indian Society: Rural and Urban context — Constitutional framework for safeguarding the social interest

Education – Indian Education Commission – University Grants Commission – Kothari Commission –Progress of women education-growth of science education

UNIT V

Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema- Folk Arts

LEARNING RESOURCES**Recommended Books**

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

References

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

Web Sources

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

Course Outcomes:

- CO 1** –Evaluate the contribution of different governments.
CO 2 –Assess the impact of government's policy on scientific advancements in India.
CO 3 –Describe the India's economic development and foreign policy.
CO 4 –Explain the uniqueness of Indian society and culture.
CO5- Examine the culture and Arts in Independent India

CO Mapping with Programme Outcomes

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

Course Title	Principles and Techniques of Archaeology						
Course Type	Elective Course 9	Course Code	P23HS3:A				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	F S	Total
			3	0	0	0	3

Learning Objectives:

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

UNIT I

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different kinds of Archaeology - Marine Archaeology, Aerial Archaeology ,New Archaeology etc., Archaeology – Its relation with other Sciences (Social and Exact)

UNIT II

Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India-Development of Archaeological Survey of India,

UNIT III

Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method , Stratigraphy : Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating.

UNIT IV

Archaeological Studies in Universities and State Department of Archaeology and other Institutions: University of Madras, Deccan College Pune, Tamil University Tanjore.- Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D.Sankalia.

UNIT V

Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.

LEARNING RESOURCES**Recommended Books**

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

References

- Atkinson.R.J.C : Field Archaeology, 2nd edn
 Barker Philip : Understanding Archaeological Excavation
 Fleming.S. : Dating in Archaeology
 Renfrew, C and Bhan : “Archaeology”
 Robert.f.Heizer(ed.,) : The Archaeologist at Work: A source Book in Archaeological Method and Interpretation
 Roy.Sourindranath :The Story of Indian Archaeology
 Renfrew, C &Paul Bahn : Archaeology: Theories, Methods and Practicals

Web Sources

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

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

Course Outcomes:

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

CO 2 –Describe the evolution of archaeology

CO 3 –Describe the methods and techniques of excavation.

CO 4 –List the Archaeological study centres

CO 5 –ability to interpret the artefacts

CO Mapping with Programme Outcomes

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

Course Title	Studies in Human Rights							
Course Type	Elective Course 10	Course Code	P23HS3:B					
Year	II	Semester	III					
Credits	3	Hours	L	T	P	F	S	Total
			3	0	0	0	0	3

Learning Objectives:

- 1 –Explain the definition and characteristics of human rights
- 2 –Examine the challenges to human rights protection
- 3 –Outline the constitutional safeguards for human rights
- 4- Describe the contemporary challenges
- 5 –Evaluate the contribution of human rights organizations

UNIT I

Introduction to Human Rights: Definition and Characteristics – Nature – Theories – Classification and Scope of Human Rights – Historical Development of Human Rights: Ancient, Medieval and Modern periods.

UNIT II

The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights – The International Covenants on Economic, Social and Cultural Rights – Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration

UNIT III

India and Human Rights: Indian Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies

UNIT IV

Contemporary Challenges in Human rights – Violation of the Rights of Women and Children Juvenile Delinquency – Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners — Bonded Labour – Capital Punishment – Custodial Torture.

UNIT V

Organization for Human Rights: International, National, State Level Organizations – Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross – Asia Watch– International Commission of Jurist – Human Rights Watch – People’s Union for Civil Liberties

LEARNING RESOURCES

Recommended Books

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

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

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

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

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

References

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

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

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

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

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

Web Sources

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

Course Outcomes:

1. understand the concepts and evolution of human rights
2. appreciate the role of UN in promoting human rights
3. understand the the status of human rights in India
4. analyse the challenges to human rights
5. assess the role of non-governmental organizations

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

3. S-Strong (3)

M-Medium (2)

L-Low (1)

NMEC- 2

Course Title	Tourism in Tamil Nadu						
Course Type	Non Major Elective Course - 2	Course Code	P23HS3E2				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	FS	Total
			3	0	0	0	3

Learning Objectives:

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

UNIT I

Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals

UNIT II

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

UNIT III

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

UNIT IV

Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – 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, Vol. II: Tourism Practices*, Sterling Publishers, New Delhi, 1997

References

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

Enchanting Tamil Nadu, Tamil Nadu Tourism, September 2005

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

Web Sources

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

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

Course Outcomes:

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

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

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

CO 4 –Describe the tourist attractions in Tamil Nadu.

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

CO Mapping with Programme Outcomes

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

Intenship

Course Title	Communication Strategies for Leadership Success							
Course Type	Intenship	Course Code	P23HS3I1					
Year	II	Semester	III					
Credits	2	Hours	L	T	P	F	S	Total
			0	0	0	0	0	0

Course Objectives

1. To explain the basic definitions of communication and communication skills
2. To list the types of communication skills
3. To detail the methods to improve communication
4. To explain the requirements of effective communication in the workplace
5. To detail the types of corporate skills

UNIT - I

Definition of communication-methods of communication-Definition of communication skills

UNIT-II

Communication Skill -Listening –conciseness- body language- confidence- Open mindedness- Use of Correct Medium-Volume and Clarity- Non verbal cues- Responsiveness

UNIT- III

Improvement of Communication Skills-Readiness to seek and receive Constructive Criticism- Practice- Attendance of classes and workshop – effective usage of opportunities

UNIT-IV

Effective Communication in workplace- Clarity and concise- practice of empathy- Assertion- calm and consistence-

UNIT-V

Corporate communication- Importance – Types of skills- Writing skills- presentation and public speaking skills- communication with data- Research and critical thinking- Technical skills - usage of chat bots, block chain, virtual reality .

Learning Resources

Recommended Books

Kerry Patterson, Crucial Conversations: Tools for Talking When Stakes Are High Audio CD – Audiobook,
Andrew Sobal and Jerold Panas, 10 skills for effective Business communication

References

Paul A. Argenti, Corporate communication
Paul A. Argenti, The power of Corporate Communication: crafting the voice and image of Business

Web sources

<https://www.rock.so/blog/communication-strategies>

<https://www.revechat.com/blog/effective-customer-service-communication/>

<https://www.opencolleges.edu.au/informed/features/10-tips-effective-communication-online-offline/>

Course Outcomes

1. To explain the basic definitions of communication and communication skills
2. To list out the types of communication skills
3. To detail the methods to improve communication
4. To highlight the requirements of effective communication in the workplace
5. To understand the types of corporate skills

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 4

Core - 11

Course Title	Social Movements in India							
Course Type	Core Course 11	Course Code	P23HS411					
Year	II	Semester	IV					
Credits	5	Hours	L	T	P	F	S	Total
			5	1	0	0	6	

Course outcomes:

On the successful completion of the course, Graduates would have acquired the following competencies

S.No	Course Outcomes	Level	Unit
CO1	Recall the theories and functions of social movements.	K1	I
CO2	Demonstrate the socio-religious movements against caste system.	K3	II
CO3	Explain the agrarian, trade union and tribal uprisings	K2	III
CO4	Analyse the mass participation in labour and backwards class movements	K4	III
CO5	Illustrate the students' and women's partaking in social movements	K2	IV
CO6	Appraise the significance of the ethnicity and identity movements	K6	V

Unit 1-Social Movements

- 1.1 Meaning and nature of Social Movement
- 1.2 Typologies and Approaches of Social Movements
- 1.3 Theories of Social Movements
- 1.4 Functions of Social Movements
- 1.5 Differences between Social Movements of the Old and of the New

Unit 2 -Reform Movements

- 2.1 Socio-religious reform Movements
- 2.2 Anti-caste Movements
- 2.3 Temple Entry Movement
- 2.4 Self-respect Movement
- 2.5 Socialist Movement

Unit 3-Uprisings and Revolts

- 3.1 Agrarian Uprisings
- 3.2 Trade Union Strikes
- 3.3 Tribal Revolts
- 3.4 Communal Violence
- 3.5 Caste Conflicts

Unit 4-Different Movements-I

- 4.1 People's Movements from the below
- 4.2 Peasants' and Farmers' Movements
- 4.3 Labor Movements

4.4 Backward Class and Dalit Movements

4.5 Hindutva Movement

Unit 5- Different Movements-II

5.1 Students' Movements

5.2 Women's Movements

5.3 Tribal Movements

5.4 Ecological Movements

5.5 Ethnicity and Identity Movement

Unit 6- Topics for Self-Study

S.No.	Topics	Web Links
1	Social Movement	<p>1. https://courses.lumenlearning.com/boundless-sociology/chapter/social-movements/ https://opentextbc.ca/introductiontosociology/chapter/chapter21-social-movements-and-social-change/</p> <p>2. https://www.learningtogive.org/resources/social-movement</p> <p>3. https://open.lib.umn.edu/sociology/chapter/21-3-social-movements/</p> <p>4. https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Sociology_(Boundless)/21%3A_Social_Change/21.03%3A_Social_Movements/21.3B%3A_Types_of_Social_Movements</p> <p>5. https://socialsci.libretexts.org/Bookshelves/Sociology/Book%3A_Sociology_(Barkan)/14%3A_Social_Change_-_Population_Urbanization_and_Social_Movements/14.05%3A_Social_Movements</p>
2	Socio-religious reform Movements	<p>6. https://www.jagranjosh.com/general-knowledge/socioreligious-reform-movements-and-reformers-in-india-a-complete-overview-1494937625-1</p> <p>7. http://nammakpsc.com/wp/wp-content/uploads/2015/07/10.-Religion-reform-movement.pdf</p> <p>8. https://abhipedia.abhimanu.com/Article/EPFO/MTUzMjIw/1857-1947---Socio-religious-reform-Movements--Indian-Freedom-Struggle--EPFO--EPFO</p> <p>9. https://www.drishtiiias.com/images/dlp-demo/upsc/prelims/gs-pack-1/Modern-India-&-Freedom-Struggle.pdf</p> <p>10. https://nios.ac.in/media/documents/SecICHCour/English/CH.10.pdf</p>
3	Socialist Movement	<p>11. https://www.sciencedirect.com/topics/social-sciences/socialist-movement</p> <p>12. https://www.history.com/topics/industrial-revolution/socialism</p> <p>13. https://www.jstor.org/stable/41854319?seq=1</p> <p>14. http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/23AakanshaNatani1.pdf</p>
4	People's Movements from the Below	<p>15. https://www.sharing.org/information-centre/articles/peoples-movements-key-facts-and-resources</p> <p>16. http://mural.maynoothuniversity.ie/460/1/AFPP_X_redux.pdf</p>

		17. http://14.139.60.114:8080/jspui/bitstream/123456789/690/14/Popul ar%20People%27s%20Movements%20in%20Water%20Resources.pdf 18. https://assets.publishing.service.gov.uk/media/57a08d46ed915d3cf d001920/WP177.pdf
5.	Peasants and Labour Movements	19. http://egyankosh.ac.in/bitstream/123456789/25961/1/Unit-14.pdf 20. https://andhrapradesh.pscnotes.com/appsc-group-1-mains/paper-i/history-paper-i/peasant-women-tribal-and-workers-movements/ 21. https://www.brightcareermaker.com/peasant-movements-1857-1947/
6.	Backward classes and Dalit movement	22. https://www.sociologygroup.com/backward-classes-dalit-movements/ 23. https://www.yourarticlelibrary.com/sociology/4-major-backward-class-movements-in-india/32962 24. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P001493/M017300/ET/14963955891.E-Text31.pdf 25. https://www.historydiscussion.net/essay/class-movements-in-india/1799 26. https://www.cpim.org/content/integration-dalits-backward-classes 27. https://ncert.nic.in/textbook/pdf/lesy208.pdf
7.	Tribal movements in India	28. https://www.yourarticlelibrary.com/sociology/top-4-tribal-movements-in-india-explained/32955 29. http://dcac.du.ac.in/documents/E-Resource/2020/Metrial/505AakanshaNatani2.pdf 30. https://www.historydiscussion.net/essay/tribal-movements-in-india/1797 31. http://egyankosh.ac.in/bitstream/123456789/20640/1/Unit-15.pdf
8.	Ethnicity and Identity Movement	32. http://egyankosh.ac.in/bitstream/123456789/43967/1/Unit-18.pdf 33. https://www.repository.cam.ac.uk/bitstream/handle/1810/229166/O_PSA_08_01.pdf?sequence=2 34. http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P001493/M019342/ET/14963815921.E-TextModule9.pdf 35. https://www.researchgate.net/publication/289796698_Ethnicity_And_Identity_Politics

Text Books:

T1.Rao, M.S.A., *Social Movements in India*, Manohar, New Delhi, 1979.

T2.Shah, Ghanshyam, *Social Movements in India: A review of the literature*, Sage Publications, Delhi, 1990.

Books for Reference:

R1.Brass, Tom (Ed.), *New Farmers' Movements in India*, Frank Cass, Essex (England), 1995.

R2.Chandra, Bipan, Mirdula Mukerjee and Aditya Mukerjee. *India after Independence 1947-2000*, Penguin Books, 2000.

R3.Desai, A.R. (Ed.), *Peasant Struggles in India*, Oxford University Press, Bombay, 1979.

R4.Desrochers CSC, John, Bastiaan Wielenga and Vibhuti Patel. *Social Movements towards a Perspective*. Centre for Social Action, Bangalore, 1991.

R5.DeSouza, Peter Ronald (Ed.), *Contemporary India—Transitions*, Sage, New Delhi, 2000.

R6.Dhanagare, D.N., *Peasant Movements in Indian 1920-1950*, Oxford University Press, Delhi, 1983.

R7.Engineer, Ashgar Ali (Ed.). *Communal Riots in Post-Independent India*. Sangam Books, Hyderabad, 1997.

R8.Gore, M.S., *The Social Context of an Ideology: Ambedkar's Political and Social Thoughts*, Sage, Delhi, 1993.

R9.Matro, Aniota. *Reform Movements and Social Transformation in India*. Reliance Publishing House, New Delhi, 1997.

R10.Omen, T.K., *Protest and Change: Studies in Social Movements*, Sage, Delhi, 1990.

R11.Shiva, Vandana, *Ecology and the Politics of Survival*, Sage, New Delhi, 1991.

R12.Singh, K.S., *Tribal Movements in India*, Manohar, New Delhi, 1982.

R13.SinghaRoy, Debal, K., *Peasant Movements in Post-colonial India – Dynamics of Mobilization and Identity*, Sage, New Delhi, 2004.

Specific Learning Outcomes for P23HS411

Units	Course Content	Taxonomy Level	Learning Outcomes
1.1	Meaning and nature of Social Movement	K1 K2	1. Define the meaning of Social Movements 2. Explain the nature of Social movements
1.2	Typologies and Approaches of Social Movements	K4 K2	1. Categories the Typologies in Social movements. 2. Explain the approaches in Social Movements
1.3	Theories of Social Movement	K4	Analyse the Theories of Movements
1.4	Functions of Social Movements	K2	Classify the function of Social movements
1.5	Differences between Social Movements of the Old and of the New	K6 K2	1. Compare the old social movements with the old and the new 2. Discuss the ideological difference between the old and new Social Movement system
2.1	Socio-religious reform Movements	K1 K2	1. List out the name of the social-religious reform movements 2. Explain the nature of those movements
2.2	Anti-caste Movements	K6 K3	1. Justify the need for the Anti-caste movements 2. Demonstrate the nature of the Anti-caste movement
2.3	Temple Entry Movement	K4	Analyse the crucial role of Temple Entry Movements on the freedom of Social dogmas
2.4	Self-respect Movement	K2	Classify the historical context that led to the growth of Self-Respect Movements
2.5	Socialist Movement	K1 K4	1. Recall the Socialist Movements 2. Analyse the role of Socialist Movements in lives of Labour
3.1	Agrarian Uprisings	K6	Interpret the causes for the Agrarian Uprisings
3.2	Trade Union Strikes	K2	Explain the Trade Union Strikes
3.3	Tribal Revolts	K1 K4	1. List out the Tribal Revolts 2. Categories the Tribal Revolt on the basis of Geographical locations

3.4	Communal Violence	K6	Interpret the Communal violence through present religious issues
3.5	Caste Conflicts	K1 K3	1.List out the Caste conflicts 2.Sketch the nature of the Caste Conflicts
4.1	People's Movements from the Below	K6	Argue the rise of People for the movements
4.2	Peasants' and Farmers' Movements	K4 K2	1.Distinguish the Farmer's movements with other movements 2.Explain the Peasants movement
4.3	Labour Movements	K6	Review the need of Labour Movements
4.4	Backward Class and Dalit Movements	K1 K2	1.List out causes for the Backward Class and Dalit Movements 2. Explain the achievements of Class movements
4.5	Hindutva Movement	K6 K4	1.Measure the rise of Hindutva fundamentalism 2.Analyse the causes for the rise Hindutva movements
5.1	Students' Movements	K2	Estimate the nature of Student's Movements
5.2	Women's Movements	K1	Describe the importance of Women's Movements
5.3	Tribal Movements	K6	Support the need of Tribal Movements
5.4	Ecological Movements	K4	Distinguish the Ecological movements from other movements
5.5	Ethnicity and Identity Movement	K4	Analyse the characteristics of Ethnicity and Identity

Text Books:

T1.Rao, M.S.A., *Social Movements in India*, Manohar, New Delhi, 1979.

T2.Shah, Ghanshyam, *Social Movements in India: A review of the literature*, Sage Publications, Delhi, 1990.

Books for Reference:

R1.Brass, Tom (Ed.), *New Farmers' Movements in India*, Frank Cass, Essex (England), 1995.

R2.Chandra, Bipan, Mirdula Mukerjee and Aditya Mukerjee. *India after Independence 1947-2000*, Penguin Books, 2000.

R3.Desai, A.R. (Ed.), *Peasant Struggles in India*, Oxford University Press, Bombay, 1979.

R4.Desrochers CSC, John, Bastiaan Wielenga and Vibhuti Patel. *Social Movements towards a Perspective*. Centre for Social Action, Bangalore, 1991.

R5.DeSouza, Peter Ronald (Ed.), *Contemporary India—Transitions*, Sage, New Delhi, 2000.

R6.Dhanagare, D.N., *Peasant Movements in Indian 1920-1950*, Oxford University Press, Delhi, 1983.

R7.Engineer, Ashgar Ali (Ed.). *Communal Riots in Post-Independent India*. Sangam Books, Hyderabad, 1997.

R8.Gore, M.S., *The Social Context of an Ideology: Ambedkar's Political and Social Thoughts*, Sage, Delhi, 1993.

Core - 12

Course Title	International Relations since 1945 CE							
Course Type	Core Course 12	Course Code	P23HS412					
Year	II	Semester	IV					
Credits	5	Hours	L	T	P	F	S	Total
			5	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 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

Bretton woods Institutions: World Bank and IMF – UNCTAD – North – South Dialogue – NIEO – GATT – WTO

UNIT V

Nuclear Politics: IAEA – NPT – CTBT – Concepts – India’s Nuclear Policy; International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India’s Concerns; Environmental Concerns: Rio – Kyoto – Green Peace

LEARNING RESOURCES

Recommended Books

Palmer and Perkins., International Relations: World Community in Transition

Hans J. Morgenthau., Politics among Nations

Peter Calvocoressi., World Politics since 1945

AsitSen ., International Politics

Prakash Chandra., International Relations: Foreign Policy of Major Powers an Regional Systems

References

Joseph Frankel : International Relations in a Changing World

Michael Dockrill : The Cold War: 1945-196

K.P. Misra&

K.R. Narayanan, ed. : Non-Alignment in Contemporary International Relations

Rasul B. Rais : The Indian Ocean and the Superpowers

K.R. Singh : The Indian Ocean: Big Power Presence and Local Response

Web Source

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

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

Course Outcomes:

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

CO 2 –Evaluate the impact of cold war.

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

CO 4 – Examine the role of international economic organisations

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

CO Mapping with Programme Outcomes

	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	Core Project with Viva Voce							
Course Type	Core Course 12	Course Code	P23HS4PJ					
Year	II	Semester	IV					
Credits	7	Hours	L	T	P	F	S	Total
			6	2	0	0	0	8

Elective- VI

Course Title	History of Science and Technology							
Course Type	Elective Course VI	Course Code	P23HS4:A					
Year	II	Semester	IV					
Credits	3	Hours	L	T	P	F	S	Total
			3	1	0	0	4	

Learning Objectives:

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Recommended Books

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

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

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

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

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

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

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

India Year Book, Publications Division, Government of India

References

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

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

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

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

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

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

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

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

Web source

1. <https://dst.gov.in/>

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

Course Outcomes:

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

CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
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 -VI

Course Title	Women in India through the Ages							
Course Type	Elective VI	Course Code	P23HS4:B					
Year	II	Semester	IV					
Credits	3	Hours	L	T	P	F	S	Total
			3	1	0	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, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – Moovalur Ramamirtham Ammaiyar

Unit III

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

Unit IV

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

Unit V

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

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

LEARNING RESOURCES

Recommended Books

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

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

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

References

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

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

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

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

Web sources

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)

SEC**Skill Enhancement Course 3**

Course Title	Cargo and Logistics							
Course Type	Skill Enhancement Course 3	Course Code	P23HS4S1					
Year	II	Semester	IV					
Credits	2	Hours	L	T	P	F	S	Total
			2	0	0	0	4	

Learning Objectives:

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

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Recommended Books

Kotler, Philip. Kevin Lane Keller Marketing Management

Tourism, Transport and Travel Management

Airport Business - R. Boganis

All you wanted to know about Airlines Functions K. Sikdar

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

References

Gene Kropf, Airline Procedures.

Wilson & Bryon, Air Transportation.

Philip Locklin D, Economics of Transportation.

Indian Aircraft manual – DGCA Pub.

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

Web Resources

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

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

Course Outcomes:

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

CO 2 Describe the cargo handling in the ports and airports

CO 3 –Describe the functions of logistics management

CO 3 – Describe provision and carriage of loading accessories.

CO 4 – Explain the role of IATA

CO 5 –Discuss the challenges in logistics management

CO Mapping with Programme Outcomes

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