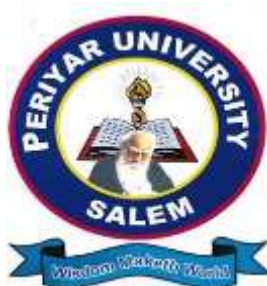


# **PERIYAR UNIVERSITY**

**(NAAC 'A++' Grade with CGPA 3.61 (Cycle - 3))**

**State University - NIRF Rank 56 - State Public University Rank 25**

**SALEM - 636 011**



**CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)**

**M.A. History**

**[SEMESTER PATTERN]**

**(2025 - 26 Onwards)**

**SYLLABUS**

**(Effective from the academic year 2025 – 2026)**

Periyar University Center for Online and Distance Education (PUCODE) M.A. History Online  
Learning Structure

Course Components	Course Code	Title of Coursework Semester -I	Lecture Hrs	Credit	Max. Marks		Total Mark
					CIA	EXT	
Core Course I	23UPHIS1C01	History of Ancient and Early Medieval India– Pre-history to 1206 Common Era (CE)	150	5	25	75	100
Core Course II	23UPHIS1C02	Socio-Cultural History of Tamil Nadu up to 1565 CE	150	5	25	75	100
Core Course III	23UPHIS1C03	History of Select Civilizations (Excluding India)	150	5	25	75	100
Elective-I	23UPHIS1E01	Freedom Struggle in Tamil Nadu	90	3	25	75	100
Elective-II	23UPHIS1E02	Administrative History of Tamil Nadu	90	3	25	75	100
		<b>Total</b>	<b>630</b>	<b>21</b>	<b>125</b>	<b>225</b>	<b>500</b>
<b>Semester -II</b>							
Core Course IV	23UPHIS1C04	History of Medieval India - 1206 - 1707 CE	150	5	25	75	100
Core Course V	23UPHIS1C05	Socio-Cultural History of Tamil Nadu - 1565 - 2000 CE	150	5	25	75	100
Core Course VI	23UPHIS1C06	Historiography and Historical Methods	90	5	25	75	100
Elective-III	23UPHIS1E03	History of Journalism	90	3	25	75	100
Elective-IV	23UPHIS1E04	Indian Constitution	90	3	25	75	100
		<b>Total</b>	<b>570</b>	<b>21</b>	<b>125</b>	<b>225</b>	<b>500</b>
<b>SEMESTER III</b>							
Core Course VII	23UPHIS1C07	Colonialism and Nationalism in India	150	5	25	75	100
Core Course VIII	23UPHIS1C08	Intellectual History of India	150	5	25	75	100
Core Course IX	23UPHIS1C09	Economic History of India since 1857 CE	150	5	25	75	100
Core Course X	23UPHIS1C10	Contemporary India	90	5	25	75	100
Elective-V	23UPHIS1E05	History of Modern World 1789 – 1945 CE	90	3	25	75	100
		<b>Total</b>	<b>570</b>	<b>23</b>	<b>125</b>	<b>225</b>	<b>500</b>
<b>SEMESTER IV</b>							
Core Course XI	23UPHIS1C11	Peasant and Labour Movements in India	150	5	25	75	100
Core Course XII	23UPHIS1C12	International Relations since 1945 CE	150	5	25	75	100
Project with Viva		Project	180	8	25	75	100
Elective-VI	23UPHIS1E06	History of Science and Technology in India	90	3	25	75	100
Elective-VII	23UPHIS1E07	Cultural Heritage of India	90	3	25	75	100
Elective-VIII	3UPHIS1E08	Environmental History of India	90	3	25	75	100
		<b>Total</b>	<b>750</b>	<b>27</b>	<b>150</b>	<b>450</b>	<b>600</b>
		<b>Grand Total</b>	<b>2520</b>	<b>92</b>	<b>600</b>	<b>1125</b>	<b>2100</b>

## Elective Options

M.A. ODL

### I Semester

1. Freedom Struggle in Tamil Nadu
2. Administrative History of Tamil Nadu

### II Semester

1. History of Journalism
2. Indian Constitution

### III Semester

1. History of Modern World 1789 – 1945 CE

### IV Semester

1. History of Science and Technology in India
2. Cultural Heritage of India
3. Environmental History of India

# M.A., HISTORY

## Graduate Attributes

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

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 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 evidence; apply one's learning to real-life situations and generate new knowledge; analyse and synthesise 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, recognise cause and effect relationships, define problems, formulate hypotheses, and plan, execute and report the results.
PO5	Multicultural Competence	Understand various cultures, appreciate their values, and acquire a global perspective to equip them to work in a multicultural environment.
PO6	Moral and Ethical Awareness	Approach and act on any issue ethically, appreciate multiple perspectives and respect human values.
PO7	Leadership Qualities	Exhibit leadership abilities in organising the work by setting plans and executing them.
PO8	Lifelong Learning	Learn throughout life, adapting to changing times, technology and knowledge.

### Programme Specific Outcomes

S. No.	Programme Specific Outcomes
	<i>The students on completion of M.A., History programme will be able to:</i>
<b>PSO – 1 Domain Knowledge</b>	Explain the Meaning of History, identify the sources, discuss the historical events and processes, the various concepts and theoretical approaches.
<b>PSO – 2 Communication, Entrepreneurial and Employable Skills</b>	Communicate effectively and use ICT tools. Acquisition of entrepreneurial and employability skills
<b>PSO – 3 Critical Thinking, Analytical Reasoning and Problem Solving</b>	Approach various issues with a critical and analytical mind for viable solutions. Evaluate the historical debates and issues.
<b>PSO – 4 Contribution to Higher Learning</b>	Acquire the knowledge and skills to pursue higher studies in the domain.
<b>PSO – 5 Contribution to Society</b>	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	Total Credits
Core	Core Courses	12	<b>60</b>
Elective	Elective Courses	6	<b>18</b>
Project	Project		<b>08</b>
	<b>Total Credits</b>		<b>92</b>

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

II. DURATION – Two years

III. MEDIUM OF INSTRUCTION- English

QUESTIONS PAPER PATTERN:

**a. For Theory**

Time: 3 Hours

Maximum Marks: 75

Knowledge Level		Section	Marks	Description	Total
K1 to K6	10 x 2	A (Answer all)	10x2=20	Tenquestions (No choice)	75
K1 to K6	11 to 15	B(Answer 3 out of 5)	3x5=15	Answer each question in 100 words	
K1 to K6	16 to 20	C Five questions either or type	5x8=40	Answer each question in 500 words.	

**Part A**

Ten questions (No choice) 10 x 2 = 20 marks

Two questions from each Unit .

**Part B**

Five questions 3 x 5 = 15 marks

One question from each unit

**Part C**

Five questions 5 x 8 = 40 marks

One question from each unit(either or type).

**a. For Project**

Evaluation : 75 Marks

Viva - Voce : 25 Marks

## **CLASSIFICATION OF SUCCESSFUL CANDIDATE**

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

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

## **RANKING**

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

## **VISION**

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

## **MISSION**

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

**External -75**

**Internal -25**

**Total - 100**

## Semester I Core 1

Course Title	History of Ancient and Early Medieval India - Prehistory to 1206 CE						
Course Type	Core Course 1	Course Code	23UPHIS1C01				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			7	1	0	0	6

### Learning Objectives

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

### UNIT I

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

### UNIT 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 12<sup>th</sup> 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

Course Title	Socio Cultural History of Tamil Nadu upto1565 CE						
Course Type	Core Course 2	Course Code	23UPHIS1C02				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			7	1	0	0	6

## Learning Objectives

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

## UNIT I

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

## UNIT II

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

## UNIT III

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

## UNIT IV

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

## UNIT V

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

## Books for Study

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

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

### Suggested Readings:

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

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

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

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

### Web sources

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

### Course Outcomes

CO 1 - detail the early history of Tamil Nadu

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

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

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

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

1. S-Strong(3)

M-Medium (2)

L-Low (1)

Course Title	History of Select Civilizations (Excluding India)						
Course Type	Core Course 3	Course Code	23UPHIS1C03				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			6	1	0	0	6

### **Learning Objectives**

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

### **UNIT I**

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

### **UNIT II**

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

### **UNIT III**

The evolution of 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Elective paper 1

Course Title	Freedom Struggle in Tamil Nadu								
Course Type	Elective Course 1		Course Code		23UPHIS1E01				
Year	I		Semester		I				
Credits	3		Hours		L	T	P	F S	Total
					5	1	0	0	4

### Course Objectives

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

### UNIT I

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

### UNIT II

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

### UNIT III

Press and Nationalism – The 'Hindu', Swadesamitran, New India, Dinamani, India ( edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan-Sooryodhayam- - Vijaya-Chakravardhini- BalaBharatham- Nava Sakthi- SwantiraSangu-

### UNIT IV

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

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

### UNIT V

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

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



## Learning Resources

### Recommended Books for Study

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

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

Rajayyan, K.: Tamil Nadu: A Real History

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

G. Venkatesan, History of Indian Freedom Struggle

### Reference

Narasimhan V.K. :Kamaraj – A Study

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

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

### Web Sources:

1. [https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs\\_Vol\\_5\\_06\\_03\\_2019.pdf](https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf)
2. <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

### Course Outcomes:

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

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

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

**CO 4** –Evaluate the contribution of various leaders 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Elective Paper 2

Course Title	Administrative History of Tamil Nadu						
Course Type	Elective Course 3	Course Code	23UPHI1SE02				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			5	1	0	0	4

### Course objectives:

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

### Unit I

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

### Unit II

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

### Unit – III

DMK administration-C.N 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.ManuNeethiThittam- Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development

### Unit- IV

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

### Unit V

Policies and programmes– economic- social and demographic impact

## **LEARNING RESOURCES**

### **Recommended Books**

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

Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

Rajmohan Gandhi., Rajaji:A Life

Narasimhan.V.K.,Kamaraj A Study

SandhyaRavishankar.,Karunanidhi: A Life in Politics

Vasanthi., A Lone Empress:A Portrait of Jayalalitha

### **Reference**

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

### **Web Source**

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

<https://www.inc.in>

<https://dmk.in>

Course outcomes:

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## L-Low (1)

### Semester II

<b>Course Title</b>	<b>History of Medieval India - 1206 - 1707 CE</b>				
<b>Course Type</b>	Core Course 4	<b>Course Code</b>	23UPHIS1C04		
<b>Year</b>	I	<b>Semester</b>	II		
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>
			<b>FS</b>	<b>Total</b>	
			6	1	0
			0	6	

### Learning Objectives

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

### UNIT I

**Establishment of the Delhi Sultanate:** QutbuddinAibak 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-FirozTughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate

### UNIT III

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

### UNIT IV

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

## UNIT V

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

## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

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

### References

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

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

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

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

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

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

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

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

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

### Web sources:

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

<https://studoc.com>

**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**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



## Core 5

Course Title	Socio Cultural History of Tamil Nadu - 1565 – 2000 C.E.						
Course Type	Core Course 5	Course Code	23UPHIS1C05				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			6	1	0	0	6

### Learning Objectives:

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

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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

## LEARNING RESOURCES

### Recommended Books

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

Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990

Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981

Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhi Publishers, Madras, 1988

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

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

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

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

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

## References

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

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

KrishnaswamyDr.A. : The Tamil country under Vijayanagar

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

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

Sathianathair.R. : History of Nayaks of Madurai

Subramanian N : History of Tamil Nadu Vol.II

The culture and History of the Tamils , 1964

Varghese JeyarajS : Socio Economic History of Tamil Nadu

Web Sources:

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

## Course Outcomes:

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

**CO 4** – Appreciate the Growth of Western Education

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

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Core 6

Course Title	Historiography and Historical Methods						
Course Type	Core Course 6	Course Code	23UPHIS1C06				
Year	I	Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			6	1	0	0	6

### Learning Objectives:

1. To explain the concepts related to history and its relationship with other disciplines; y
2. To discuss various philosophies and interpretations of history
3. To explain the processes and procedures involved in the conduct of historical research
4. To examine the evolution of historical writing in the West
5. To examine the contribution of various historians to the development of Indian historiography

### UNIT I

Meaning, Nature and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History

### UNIT II

Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History

### UNIT III

Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography

### UNIT IV

Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

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

### CO Mapping with Programme Specific Outcomes

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

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

### Elective 3

Course Title	History of Journalism						
Course Type	Elective Course 3	Course Code	23PUHIS1E03				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	4

#### Learning objectives:

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

#### UNIT I

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

#### Unit II

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

#### Unit III

Government and the press: reaction and regulation –Press laws

#### Unit IV

Contribution of Eminent Personalities to Indian Journalism: BalaGangadharTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer- Peiryar-Aditanar-Kalaignar

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

#### LEARNING RESOURCES

##### Recommended Books

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

5. J. Natarajan: History of Indian Journalism; Publication Division
6. J.N. Basu: Romance of Indian Journalism; University of Calcutta

Web sources:

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

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

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

### Course Outcomes

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



#### Elective-4

Course Title	Indian Constitution						
Course Type	Elective Course 4	Course Code	23UPHIS1E04				
Year	I	Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	4

#### Learning Objectives:

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

#### UNIT I

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

#### UNIT II

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

#### UNIT III

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

#### UNIT IV

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

#### UNIT V

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

#### LEARNING RESOURCES

##### Recommended Books

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

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

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

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

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

## References

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

## Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. [https://www.constitutionofindia.net/constitution\\_of\\_india](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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

## Semester -III

### Core - 7

Course Title	Colonialism and Nationalism in India						
Course Type	Core Course 7	Course Code	23UPHIS1C07				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			6	1	0	0	6

### Learning objectives

- 1 – to trace the process of colonization
- 2 – to explain the rise of nationalism
- 3 –To highlight the transition 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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

Core 8

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

### Course Objectives

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

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

**CO 3** – .

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

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

### UNIT I

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

### UNIT II

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

### UNIT III

BalaGangadharTilak – AurobindoGhosh – SubramanyaBharati – M.A. Jinnah

### UNIT IV

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

### UNIT V:

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

### LEARNING RESOURCES

#### Recommended Books

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

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

Bhagwan, Vishnool, *Indian Political Thinkers*, Atma Ram Pub., Lucknow, 1999

#### References

C.P.Andrews : The Renaissance in India

P.K.Gopalakrishnan : Development of Economic Ideas in India.

V.Brodovo : Indian Philosophy of Modern Times

Hanskohn : History of Nationalism in the East

C.Y.Chintamani : Indian Politics Since the Mutiny

Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.

Beniprasad : The Hindu – Muslim Questions

H.C.E.Zacharias : Renascent India

G.A.Natesan&Co : Ram Mohan Roy : Hist. Life, Writings and Speeches.

Web sources

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

### Course Outcomes.

CO 1 – understand the evolution of intellectual history of India

CO 2 – Evaluate the contributions of economic nationalists.

CO 3 – Appreciate the contribution of radical thinkers

CO 4 – Assess the role of social thinkers

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

### CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

### CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Core-9

Course Title	Economic History of India since 1857 CE						
Course Type	Core Course 9	Course Code	23UPHIS1C09				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			6	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
<b>CO 1</b>	3	3	2	2	3	3	2	3
<b>CO 2</b>	3	3	2	2	3	3	2	3
<b>CO 3</b>	3	3	2	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	2	2	3	3	2	3
<b>Total</b>	15	15	10	10	15	14	10	15
<b>Average</b>	3	3	2	2	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

### Core10

Course Title	Contemporary India						
Course Type	Core Course 10	Course Code	23UPHIS1C10				
Year	II	Semester	IV				
Credits	4	Hours	L	T	P	F S	Total
			6	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	History of Modern World 1789 – 1945 CE						
Course Type	Elective Course 5	Course Code	23UPHIS1E05				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	4

#### Learning Objectives:

- 1- The primary objective of this course is to make the students understand the consequences of the first world war.
- 2- Then, a deeper analysis of the root cause for the emergence of ultra-nationalist philosophy in Europe will be undertaken.
- 3-The emergence of a new socio-economic system will be carried out.
- 4- The impact of world war ii and the decolonisation process will be discussed.

#### UNIT - I

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

#### UNIT – II

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

#### UNIT – III

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

#### UNIT - IV

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

#### UNIT - V

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

## References

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

University Press,2008.

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

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

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

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

### Web Resources

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

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

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

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

[https://scholar.princeton.edu/sites/default/files/gji3/files/introduction\\_unipolarity.pdf](https://scholar.princeton.edu/sites/default/files/gji3/files/introduction_unipolarity.pdf)

### Course Outcomes:

- 1 – To understand the different principles like imperialism and nationalism.
- 2 -To expound the great war and aftermath of world politics.
- 3- To assess the significance of UNO to promote peace among world countries.
- 4- To Evaluate the development of Unipolar system.
- 5- To provided students to elucidate the world countries policies and their approach toward developing and under developing 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
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2
<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



**SEMESTER IV**

**Core 11**

Course Title	Peasant and Labour Movements in India						
Course Type	Core Course 11	Course Code	23UPHIS1C11				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	F S	Total
			6	1	0	0	6

**Learning Objectives:**

- 1 –Explain the impact of the agrarian change brought about by colonial government.
- 2 –Examine the nature of peasant struggles in India.
- 3 –Describe the rise of industries and the emergence of working class in India.
- 4 –Evaluate the contribution of trade unions towards the amelioration of the working class.
- 5- Assess the significance of labour laws and various recommendations

**UNIT I**

Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour -Bonded labour-Plantation labour

**UNIT II**

Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt – PhulaguriDawa - Pabna Agrarian League - Maratha Uprising – Champaran Satyagraha - Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.

**UNIT III**

Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class

**UNIT IV**

Trade Unionism & Labour Movement: Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism – Problems of organizing Union in India - Unorganized Sector

**UNIT V**

Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout –Labour Strikes ILO’s Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour - Modern Challenges.

## **LEARNING RESOURCES**

### **Recommended Books**

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

### **References**

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

### **Web Source**

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

### **Course Outcomes**

- CO 1 –understand** the impact of the agrarian changes brought about by colonial government.
- CO 2 –trace** the nature of peasant struggles in India.
- CO 3 –Detail** the rise of industries and the emergence of working class in India.
- CO 4 –Evaluate** the contribution of trade unions towards the amelioration of the working

class.

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Core-12

Course Title	International Relations since 1945 CE						
Course Type	Core Course 12	Course Code	23UPHIS1C12				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	F S	Total
			6	1	0	0	6

### Learning objectives

- 1 – Explain the various theories and concepts of International Relations.
- 2 – Evaluate the impact of cold war.
- 3 – Assess the achievements of UNO and other regional organizations.
- 4 – Examine the role of international economic organisations
- 5- Examine the key international issues with special reference to India's concerns

### UNIT I

Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats

### UNIT II

Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India's Role; Middle East: Arab Israeli Conflict – Oil Crisis

### UNIT III

United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC

### UNIT IV

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

### UNIT V

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

## LEARNING RESOURCES

### Recommended Books

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

Hans J. Morgenthau., Politics among Nations

Peter Calvocoressi., World Politics since 1945

AsitSen ., International Politics

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

### References

Joseph Frankel : International Relations in a Changing World

Michael Dockrill : The Cold War: 1945-196

K.P. Misra&

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

Rasul B. Rais : The Indian Ocean and the Superpowers

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

### Web Source

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

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

### Course Outcomes:

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

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

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

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

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

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Project

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

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

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

Each student should work under a faculty allotted by the Department. After completion of the project there will be a Viva Voce Examination.

### Elective-6

Course Title	Science and Technology in India since 1947 CE						
Course Type	Elective Course 6	Course Code	23UPHIS1E06				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	4

### Learning Objectives:

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

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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



## LEARNING RESOURCES

### Recommended Books

- Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State. Hyderabad. Orient Longman Limited.
- Alam, Ghayur 1993. Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.
- Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. Ltd.
- Nayar, Baldev Raj 1983. India's Quest for Technological Independence: 2 Vols. New Delhi: Lancer Publications.
- Parthasarath, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29.
- Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". Economic and Political Weekly, Vol. XXII, No.48, November 28.
- Raj, Gopal 2000. Reach for the STARS: The Evolution of India's Rocket Programme. New Delhi, Viking, Penguin Books India (P) Ltd.
- India Year Book, Publications Division, Government of India

### References

- Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.
- Parthasarathi, Ashok 1972. Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST), Government of India Special Assistant for S & T to Prime Minister, New Delhi, March.
- Phalkey, Jahnvi 2013. Atomic State: Big Science in Twentieth-Century India. Ranikhet: Permanent Black
- Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.
- Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi
- Sundram, C.V. et al (ed.). Atomic Energy in India: 50 Years. New Delhi: Dept. of Atomic Energy
- Tyabji, Nasir 2000. Industrialization and Innovation: The Indian Experience. New Delhi: Sage Publications.
- Udganokar, B.M. 1985. Science, Technology and Economic Development. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation.

### Web source

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

**Course Outcomes:**

CO 1 –Describe the evolution of India’s Science & Technology Policy

CO2 –Evaluate the contribution of Green,White,and Blue Revolutions

CO 3 –understand the advancements in the field of atomic and space research

CO 4 –Outline India’s progress in the frontier areas of scientific research

CO 5 -Examine the social and economic impact of scientific advancements.

**CO Mapping with Programme Outcomes**

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

**CO Mapping with Programme Specific Outcomes**

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

Elective Paper 7

Course Title	Cultural Heritage of India						
Course Type	Elective Course 4	Course Code	23UPHIS1E07				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			5	1	0	0	4

**Learning Objectives:**

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

**UNIT I**

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

**UNIT II**

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

**UNIT III**

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

**UNIT IV**

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

**UNIT V**

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

## LEARNING RESOURCES

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

### Web sources:

<https://indiaculture.gov.in>

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

<http://www.intach.org>

<https://www.exoticindiaart.com>

### Course Outcomes:

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

### CO Mapping with Programme Outcomes

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

<b>Total</b>	15	15	13	15	13
<b>Average</b>	3	3	2.6	3	2.6

**S-Strong(3)**

**M-Medium (2)**

Course Title	Environmental History of India					
Course Type	Elective Course 8	Course Code	23UPHIS1E08			
Year	I	Semester	II			
Credits	3	Hours	L	T	P	F S
			4	1	0	0
						<b>Total</b>
						<b>4</b>

### 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 BachaoAndolan – Silent Valley Movement – Jungle BachaoAndolan –

## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

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

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

### References

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

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

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

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

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

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

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

Web sources:

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

### Course Outcomes:

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

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

**CO 3 –Evaluate** the impact of British ecological imperialism.

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

**CO 5-** Examine the role of various movements

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**