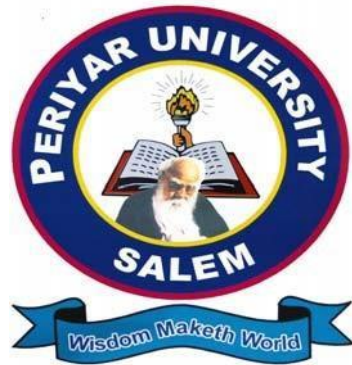


PERIYAR UNIVERSITY
SALEM – 636 011



SYLLABUS FOR M.A. HISTORY
(Semester Pattern)

CENTRE FOR DISTANCE AND ONLINE EDUCATION (CDOE)

FOR THE STUDENTS ADMITTED FROM
January 2024

Regulations and 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
9	Core 4	History of Medieval India - 1206 - 1707 CE
10	Core 5	Socio Cultural History of Tamil Nadu – 1565 -2000 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
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	Studies in Human Rights/ Principles and Techniques of Archaeology
22	Elective 11/12	Tourism in Tamil Nadu/ Archives Keeping
	Internship	
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 12/13	Science and Technology in India since 1947 CE /Women in India through the Ages
	Elective 13/14	Panchayat Raj / Nationalism and National Integration
29	Project	

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	5	60
Elective	Elective Courses	8	3	24
Internship	Internship	1	2	2
Project		1	6	6
	Total Credits			92

I. ELIGIBILITY – B.A History

II. DURATION – Two years

III. MEDIUM OF INSTRUCTION- English

QUESTIONS PAPER PATTERN:

a. For Theory

Time: 3 Hours

Maximum Marks: 75

Knowledge Level		Section	Marks	Description	Total
K1 to K6	01 to 10	A (Answer all)	10x2=20	Ten concept questions (No choice)	75
K1 to K6	11 to 15	B Five questions either or type)	03x05=15	Answer each question in 100 words	
K1 to K6	16 to 20	C Five questions either or type	05x08=40	Answer each question in 500 words.	

Part A

Ten questions concept (No choice) $10 \times 2 = 20$ marks

Two questions from each Unit.

Part B

Five questions $5 \times 5 = 25$ marks

Two question from each unit (either or type).

Part C

Five questions $5 \times 8 = 40$ 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.

COURSE TYPE	COURSES	CRE DITS	E X	MAX. MARKS
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			A M D U R A T I O N	C I A	E X T
Core 1	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)	5	3	25	75
Core 2	Socio Cultural History of Tamil Nadu up to 1565 CE	5	3	25	75
Core 3	History of World Civilizations (Excluding India)	5	3	25	75
Elective 1/2	Freedom Struggle in Tamil Nadu / Indian Art and Architecture	3	3	25	75
Elective 3/4	Administrative History of Tamil Nadu / Cultural Heritage of India	3	3	25	75
	Total	21			
Core 4	History of Medieval India - 1206 - 1707 CE	5	3	25	75
Core 5	Socio Cultural History of Tamil Nadu - 1565 - 2000 CE	5	3	25	75
Core 6	Historiography and Historical Methods	5	3	25	75
Elective 5/6	History of Journalism / International Migrations and Diasporic Studies	3	3	25	75
Elective 7/8	Indian Constitution / Environmental History of India	3	3	25	75
	Total	21			
Core 7	Colonialism and Nationalism in India	5	3	25	75
Core 8	Intellectual History of India	5	3	25	75
Core 9	Economic History of India since 1857 CE	5	3	25	75
Elective 9/10	Studies in Human Rights/ Principles and Techniques of Archaeology	3	3	25	75
Elective 11/12	Tourism in Tamilnadu/ Archives Keeping	3	3	25	75
Internship/Industrial Activity	Internship/Industrial Activity	2			
	Total	23			
Core 10	Contemporary India	5	3	25	75
Core 11	Peasant and Labour Movements in India	5	3	25	75
Core 12	International Relations since 1945 CE	5	3	25	75
Elective 12/13	Science and Technology in India since 1947 CE/ Women in India through the Ages	3	3	25	75
Elective 13/14	Panchayat Raj/ Nationalism and National Integration	3	3	25	75
Project with Viva	Project	6	3	25	75
	Total	27			

	Grand Total	92			
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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	CC 1				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	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

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

Unit II

1. Vedic Period: Debate on the original home of the Aryans
2. Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic;
3. Second Urbanization: Emergence of the Mahajanapadas
4. Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas;
5. 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

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

Unit - IV

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

Unit -V

1. Peninsular India: Tamil country up to 12th Century
2. Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century:
3. Rashtrakutas, Prathikaras and Palas;
4. Arab conquest of Sind;
5. 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)

Course Title	Socio Cultural History of Tamil Nadu upto 1565 CE						
Course Type	Core Course 2	Course Code	CC 2				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	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

1. Sources of the History of Tamil Nadu
2. Ancient Tamil Civilization.
3. Sangam Literature – Concept of Tinai– Social and Economic life
4. Roman Trade Contacts and their impact
5. Religious life– Murugan and Korravai – Nadukal

UNIT II

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

UNIT III

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

UNIT IV

1. Pandyas of Madurai: Social Classes
2. Religion: Saivism and Vaishnavism

3. Art and Architecture: Later Pandyas, Marco Polo's Account

4. Society: Valangai and Idangai– Religion

5. Art and Architecture: Madurai Meenakshi Temple

6. Religion: Mathas – Saivasiddhantam and Virsaivism

UNIT V

1. Society and Culture under the Madurai Sultanate

2. Vijayanagar Empire – Krishnadeva Raya

3. Royal Patronage of Literature, Art and Architecture

4. 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	CC 3				
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.studyand compare Greek and Roman Civilizations

UNIT I

- 1.Introduction – Definition of Civilization
2. Comparison between Culture and Civilization
- 3.Origin and Growth of Civilizations
- 4.Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations

UNIT II

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

UNIT III

- 1.The evolution of Jewish religion
- 2.The power of Assyria – Assyrian rule and culture –
- 3.Chaldean Babylonia –
- 4.The rise of Persia – the coming of the Medes and Persians – Zarathustra –
- 5.Persia’s World Empire.

UNIT IV

- 1.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

2. Religion and Science
3. Japanese Civilization and Culture
4. Maya
5. Aztec and Inca Civilizations

UNIT V

1. Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens
2. The Age of Pericles – the spread of Hellenic civilization –
3. The Greeks and the opening of the East – Hellenic Religion, Science and philosophy
4. The Roman republic – the Pax Romana
5. 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 paper 1

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

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

UNIT II

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

UNIT III

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

UNIT IV

1. Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu
2. G.SubramiayaIyer-V.O. Chidamabaram – SubramaniaBharathi – KadalurAnjaliammal-SoundaramAmmayar.
3. Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva- NeelakantaBrahmmachari

UNIT V

1. Impact of Gandhi –Role of Rajaji – Vedaranyam March.
2. S. Satyamurthi
3. Quit India Movement in Tamil Nadu
4. K.Kamaraj-
5. 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.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
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Elective Paper 2

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

Learning Objectives

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

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

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

UNIT V:

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

Learning Resources

Recommended Books for Study

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

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

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

References

- Banerjee.J.N., Development of Hindu Iconography, Munshiram Manoharlal; 3rd edition, 2002
- Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003
- Deva, Krishna, Temples of North India National Book Trust, 2002
- Gupta.R.S., Iconography of the Buddhist, Hindu and Jain, Stosius Inc/Advent Books Division; Subsequent edition, 1980
- Sivaramamurthy.C., South Indian Bronzes, Lalit Kala Akademi, 1981
- Srinivasan.K.R., Temples of South India, National Book Trust; Fourth edition, 2010

Web sources:

1. <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
2. https://ignca.gov.in/Asi_data/18060.pdf
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-Medium (2)

L-Low (1)

Elective Paper 3

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

1. Justice Party
- 2.A. Subbarayulu Reddiyar- Raja of Panangal- P.Subburayan – Raja of Bobbili
3. Achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid –day meal scheme

Unit II

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

Unit – III

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

Unit- IV

- 1.AIADMK administration: MGR-Nutritious Meal scheme- educational reforms - introduction of Plus Two in Higher Secondary schools-

2.Krishna water project-

3.Establishment of new universities-Tamil University at Tanjore-Mother Teresa university at Kodaikkanal-

4.J. Jayalalitha -welfare measures- AmmaUnavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting

Unit V

1. Policies and programmes

2. Economic- social and demographic impact

LEARNING RESOURCES

Recommended Books

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

Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

Rajmohan Gandhi., Rajaji:A Life

Narasimhan.V.K.,Kamaraj A Study

SandhyaRavishankar.,Karunanidhi: A Life in Politics

Vasanthi., A Lone Empress:A Portrait of Jayalalitha

Reference

Subramanian.N History of Tamilnadu Vol.2

Web Source

www.jetir.org

<https://www.inc.in>

<https://dmk.in>

Course outcomes:

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

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Elective Paper 4

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

- 1.**Establishment of the Delhi Sultanate:** QutbuddinAibak and Iltutmish , *Iqta* System
2. Centralised Monarchy: Sultana Raziya and Period of Instability
- 3.Age of Balban- *Chihalgani*- Theory of Kingship –Reorganisation of the Government
- 4.Mongol Threat - Internal Restructuring and Territorial Expansion
- 5.Jalaluddin and Alauddin Khalji’s approaches to the State
- 6.Changes among the ruling Classes –Conquest and Annexation.

UNIT II

- 1.**Problems of a Centralized State:** Ghiyasuddin
- 2.Muhammad bin Tughlaq Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital-
- 3.FirozTughlaq- Economic reforms- Military Expeditions –
- 4.Impact of Sayyids and Lodis;
- 5.Administration under the Delhi Sultanate

UNIT III

- 1.**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-
- 2.Rise of Sher Shah Sur;
- 3.**Expansion and Consolidation**– Political phase of Akbar; new imperial system and administration;
4. the Mughal nobility, Mansabdari system- Jagirdari system– NurJahan Junta
5. The Mughals and the North-Western frontier
6. Shah Jahan and his contribution.

UNIT IV

- 1.**Ideology and State in Mughal India:** Akbar’s imperial agenda - Suhl-i-kul – Akbar’s religion - Din ilahi;

2. Aurangzeb's relation with religious groups and institutions.;
3. Mughal-Rajput Relations
4. Mughal administration-: Aurangzeb - the Imperial elite- Deccan wars-
5. Rise of Marathas under Shivaji-
6. Popular revolts within the Mughal empire – Decline of the Mughal empire.

UNIT V

1. **Economic and Socio-Cultural Life in Medieval India:** Economy: Agricultural Production, Village Society and the Revenue System –
2. Trade— relations with the Europeans-Society- Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious Ideas and Beliefs-
3. The Sufi Movement
4. The Bhakti Movement in North India
5. 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, 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 – 2000 C.E.						
Course Type	Core Course 5	Course Code	CC 5				
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

- 1.The Nayaks of Madurai – ThirumalaiNayak
- 2.The Nayaks of Senji
- 3.The Nayaks of Tanjore
4. Social and cultural condition under the Nayaks
5. Contribution of Nayaks to art and architecture and Tamil culture.

UNIT II

- 1.Tamilagam under Marathas – Society: caste system – status women –
- 2.achievements of Raja Serfoji –
- 3.Literature under the rule of Tanjore Marathas –
- 4.SaraswathiMahal Library –
- 5.Development of Art and Architecture under the Marathas –

UNIT III

- 1.The Marava country and the Sethupathis of Ramnad
- 2.society - cultural contribution;
- 3.Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life –
4. Social Impact of the Europeans;

5. Religion: Saivism: St. Ramalinga- Vaishnavism: the Schism

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Recommended Books

- Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986
- Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990
- Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981
- Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhil Publishers, Madras, 1988
- Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006
- Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002
- Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur
- Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996
- Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

References

- K.A.N.Sastri : The Pandyan Kingdom (London.1929)
- Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)

KrishnaswamyDr.A. : The Tamil country under Vijayanagar

Rajaraman, P., Chennai through the Ages, Poompozil 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
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	CC 6				
Year	I	Semester	II				
Credits	5	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

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

UNIT II

1. Philosophy of History –
2. Positivist History
3. Marxist Interpretation of History – Annales Paradigm –
4. Subaltern History –
5. Subjectivity and Need for Objectivity in History

UNIT III

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

UNIT IV

1. Development of Historical writing in the West – Herodotus, Thucydides,
2. St. Augustine, Ibn Khaldun,
3. L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm

UNIT V

1. Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar,
2. Bipan Chandra, Ranajit Guha,

3.K.A. NilankantaSastri, R. SathianathaAyyar, S. KrishnaswamiAyyangar, 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 5

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

Learning objectives:

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

UNIT I

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

Unit II

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

Unit III

1. Government and the press
2. reaction and regulation
3. Press laws

Unit IV

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

Unit V

1. Contribution of Important News Papers: Amrit BazarPatrika, The Times of India – The Hindu;
2. 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.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 6

Course Title	International Migrations and Diasporic Studies							
Course Type	Elective Course 6	Course Code	EC 6					
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 BrijMaharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.

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

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

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

References

Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet
Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.
Raghuram, Parvati, Ajaya Kumar Sahoo, BrijMaharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.
Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.
Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.
Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.
Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter1,3,5]
Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.
Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

Web sources:

1. www.iom.int
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-7

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

Learning Objectives:

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

UNIT I

- 1.Historical background
- 2.Sources of the Indian Constitution
- 3.Preamble
- 4.Citizenship

UNIT II

- 1.Fundamental Rights
- 2.Directive Principles of State Policy
- 3.Fundamental Duties
- 4.Important amendments to the Constitution

UNIT III

- 1.Indian Federalism
- 2.Distribution of powers: Legislative
- 3.Administrative and Financial relation-
- 4.Emergency Provisions

UNIT IV

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

UNIT V

- 1.State Government
- 2.Role of the Governor
- 3.State Legislature
- 4.Cabinet
- 5.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-8

Course Title	Environmental History of India						
Course Type	Elective Course 8	Course Code	EC 8				
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 BachhaoAndolan – Silent Valley Movement – Jungle BachhaoAndolan –

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
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)

Semester -III

Core - 7

Course Title	Colonialism and Nationalism in India						
Course Type	Core Course 7	Course Code	CC 7				
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

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

UNIT II

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

UNIT III

- 1.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
- 2.Evaluation of the Early Phase of the National Movement
- 3.Rise of Extremism
- 4.Partition of Bengal and
- 5.Swadeshi Movement
- 6.Foundation of Muslim league
- 7.Revolutionary Movements - Reactions to the Morley-Minto Reforms -Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919

UNIT IV

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

Unit V

1. Independence and Partition
2. Resignation of Congress Ministries
3. Individual Satyagraha – Cripps’ Mission – Quit India Movement –
4. Indian National Army - Last years of Freedom Struggle (1945 – 47)
5. 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-Meium (2) L-Low (1)

Core 8

Course Title	Intellectual History of India						
Course Type	Core Course 8	Course Code	CC 8				
Year	II	Semester	III				
Credits	5	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

- 1.Understanding Intellectual History and its impact
- 2.Indian Renaissance
- 3.Raja Rammohan Roy
- 4.DayanandaSaraswati
- 5.Syed Ahmed Khan
- 6.Vivekananda
- 7.Annie Besant

UNIT II

- 1.Economic thought of Early Nationalists: 1. DadabhaiNaoroji
- 2.R.C. Dutt
- 3.M.G. Ranade
- 4.J.C. Kumarappa

UNIT III

- 1.BalaGangadharTilak
- 2.AurobindoGhosh
- 3.SubramanyaBharati
- 4.M.A. Jinnah

UNIT IV

- Social Thinkers: JyothiRaoPhule
- 2.Periyar E. V. Ramasamy
 - 3.B.R. Ambedkar
 - 4.Ayothi DasPandithar
 - 5.M.N. Roy

UNIT V:

- 1.Mahatma Gandhi and Nationalism
- 2.Jawaharlal Nehru and Nation Building
- 3.Jaya Prakash Narayan and Total Revolution

LEARNING RESOURCES

Recommended Books

- Guha, Ramachandra, *Makers of Modern India*, Harvard University Press, Harvard, 2013.
- Varma, V.P., *Indian Political Thought, Vol. II*, Laxmi Narayan Agarwal Educational Pub., Agra, 1959
- Bhagwan, Vishnoo, *Indian Political Thinkers*, Atma Ram Pub., Lucknow, 1999

References

- C.P.Andrews : The Renaissance in India
- P.K.Gopalakrishnan : Development of Economic Ideas in India.
- V.Brodovo : Indian Philosophy of Modern Times
- Hanskohn : History of Nationalism in the East
- C.Y.Chintamani : Indian Politics Since the Mutiny
- Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.
- Beniprasad : The Hindu – Muslim Questions
- H.C.E.Zacharias : Renascent India
- G.A.Natesan&Co : Ram Mohan Roy : Hist. Life, Writings and Speeches.

Web sources

1. [https://books.google.com/books/about/Makers_of_Modern_India.html?id=.](https://books.google.com/books/about/Makers_of_Modern_India.html?id=)
2. https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India

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	CC 9				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives:

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

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

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

UNIT V:

- 1.Nationalist Critique: DadabhaiNaoroji
- 2.AmartyaSen
- 3.Raja Chelliah
- 4.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, Dharmar, 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)

Elective-09

Course Title	Studies in Human Rights							
Course Type	Elective Course 09	Course Code	EC 10					
Year	II	Semester	III					
Credits	3	Hours	L	T	P	F	S	Total
			3	1	0	0	4	

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

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

UNIT II

- 1.The Universal Declaration of Human Rights – Preamble –
- 2.The International Covenants on Civil and Political Rights
- 3.The International Covenants on Economic, Social and Cultural Rights –
- 4.Optional Protocols I & II –
- 5.Vienna Declaration
- 6.Mexico Declaration on Human Rights
7. Helsinki Declaration

UNIT III

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

UNIT IV

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

UNIT V

1. Organization for Human Rights: International, National, State Level Organizations
2. 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)**

Elective-10

Course Title	Principles and Techniques of Archaeology							
Course Type	Elective Course 9	Course Code	EC 9					
Year	II	Semester	III					
Credits	3	Hours	L	T	P	F	S	Total
			3	1	0	0	0	4

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)

Course Title	Tourism in Tamil Nadu						
Course Type	Core Industry	Course Code	CI				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	FS	Total
			3	1	0	0	4

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

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

UNIT II

- 1.Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion –
- 2.Tamil Nadu Tourism Development Corporation – Functions

UNIT III

- 1.Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition,
- 2.Chennai – State Institute of Hotel Management
- 3.Catering Technology, Tiruchirappalli

UNIT IV

1.Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kaniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram

UNIT V

- 1 Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers –
2. 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)

Semester 4

Core10

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

- 1.Demographic profile – characteristics of Indian Population – Population growth – – Religion – Language – Occupation – National Policy on Population.
- 2.The Political Development – Reorganisation of States on Linguistic bases – Channels of integration –
- 3.Political parties – From Sastri to Indira Gandhi –
- 4.Rajiv years
- 5.changes during Bharathiya Janata Party –

UNIT II

- 1.Science and Technology
2. Government of India Policy
- 3.Atomic and Nuclear Policy
- 4.Space Research - ISRO – DRDO
5. IT – National Research Institutes.
- 6.Transport and Communications – Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication –Landline –internet, Communication satellites – Mobile communication.

UNIT III

- 1.The Economic Development – Planning Commission – National Development Council
2. State Plans – Five Year plans
- 3.Liberalization and Privatization and their impact.
- 4.The Foreign policy- objectives of Foreign Policy, Basic principles of Indian Foreign Policy
- 5.India and China – India and Pakistan
6. India and USA – India and Russia

UNIT IV

1. Indian Society: Rural and Urban context
2. Constitutional framework for safeguarding the social interest
3. Education – Indian Education Commission – University Grants Commission – Kothari Commission – Progress of women education-growth of science education

UNIT V

1. Culture and the Arts – Society – Religion
2. Family – Festivals – Cuisine – Recreation and Sports
3. 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)

Core 11

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

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

UNIT II

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

UNIT III

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

UNIT IV

- 1.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

- 1.Labour Laws and Legislations: Constitutional Rights and Directives
- 2.Concept and Definition of Strikes and Lockout –Labour Strikes ILO’s Convention and Recommendation
- 3.Trade Union Act, 1926 - Industrial Disputes Act –
- 4.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
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	2	2	3	2.8	2	3

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Core-12

Course Title	International Relations since 1945 CE							
Course Type	Core Course 12	Course Code	CC 12					
Year	II	Semester	IV					
Credits	4	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

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

UNIT II

- 1.Cold War: Origin – Phases of Cold War – End of Cold War
- 2.NAM: Origin – Membership and Conferences – Objectives – Achievements –
- 3.India's Role;
- 4.Middle East: Arab Israeli Conflict
- 5.Oil Crisis

UNIT III

- 1.United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO)
2. European Union
- 3.Organization of African Unity
- 4.ASEAN
- 5.SAARC

UNIT IV

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

UNIT V

- 1.Nuclear Politics: IAEA – NPT – CTBT – Concepts

2. India's Nuclear Policy;
3. International Terrorism: Origin – Types – 9/11 – US War on Terrorism
4. Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests
5. 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)

Elective -11

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

Larning Objectives:

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

UNIT I

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

UNIT II

Social Reform Movements and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, Jyotiba Phule and Savitribai Phule, Pandita Rama Bai, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – MoovalurRamamirthamAmmayyar

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)

Elective-12

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

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

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

UNIT II

- 1.Development of Agricultural Science – Green Revolution – M.S. Swaminathan
- 2.White Revolution – VergheseKurien
- 3.Blue Revolution

UNIT III

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

UNIT IV

- 1.Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system

2. Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council.

UNIT V

1.IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology, and Innovation eco-systems –

2.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 Course 13

Course Title	PANCHAYAT RAJ							
Course Type	Elective Course 13	Course Code	EC 13					
Year	II	Semester	IV					
Credits	3	Hours	L	T	P	F	S	Total
			3	1	0	0	4	

Learning Objectives:

1. To analyse the evolution of the local bodies.
2. To estimate Panchayat Raj system in Independent India.
3. To evaluate Panchayat raj in Indian Constitution.
4. To discuss 73rd & 74th Amendment.

Unit-I Panchayati Raj - Historical Background

Village Administration in Ancient, Medieval and Modern period, Traditional Panchayat: Sabha, Samiti and Kudavolai System, Local Self Government, Gram Swaraj.

Unit-II Panchayati Raj in Independent India

Role of Congress and other Political Party, Balwantray Mehta and Asoka Mehta committee, , Rajiv Gandhi and Panchayati Raj.

Unit-III Panchayati Raj and Indian Constitution

Concept of Panchayati Raj (Article 40), 73rd Amendment Act, Salient features of the Panchayati Raj Act.

Unit-IV Role of Women in Panchayati Raj

Women's Participations: Gram Panchayat, Gram Sabha and Panchayati Election

Unit-V Implementation of Panchayati Raj

Tamil Nadu Panchayati Act 1994, State Local Governments Relations, Functions of Panchayati Raj: State, District and Taluk.

Advance Study Not For Examinations

Unit-VI Recent Development in Panchayati Raj

LEARNING RESOURCES

Recommended Books

References :

George Mathew, *Panchayati Raj from Legislation to Movement*, Concept Publishing Company, New Delhi, 1994.

G. Palanithurai, *New Panchayati Raj System at Work an Evaluation*, Concept Publishing Company, New Delhi, 1999.

Ratna Ghosh and Alok Kumar Pramanik, *Panchayati Raj System in India*, Kanishka Publishers, New Delhi, 1999.

S.L. Geol and Shalini Rajneesh, *Panchayati Raj in India theory and practice*, Deep & Deep Publications Pvt.Ltd., New Delhi, 2009.

Bishnu C.Basik, Umesh C.Sahoo, “*Panchayat Raj Institutions And Rural Development*”, Rawat Publication, New Delhi, 2008.

S.Nagendra ambedkar, Shilaya nagendra, “*Women And Panchayat Raj*”, ABD Publication, New Delhi, 2008.

Palanithurai, G., *New Panchayat Raj in Tamil Nadu (with the Act in original)*, New Delhi, Concept Publishers, 2003.

Venkatesan, V., *Institutionalising Panchayati Raj in India*, New Delhi, Concept Publishing & Publishers, 2001.

Course Outcomes:

CO 1 –To understand the historical background of Panchayat Raj.

CO2 –To Know about the various committees appointed for Panchayat Raj.

CO 3 – To Learn the Panchayat raj Provision in Indian Constitution.

CO 4 – To assimilate role of women in Panchayat Raj.

CO 5 – It Analyze how Panchayat raj was implemented.

CO Mapping with Programme Outcomes

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

S-Strong (3)

M-Medium (2)

L-Low (1)

CO Mapping with Programme Specific Outcomes

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

S-Strong(3)

M-Medium (2)

L-Low (1)

Project

Course Title	Project						
Course Type	Project with Viva	Course Code	PT				
Year	II	Semester	IV				
Credits	6	Hours	L	T	P	F	Total
			3	1	0	0	

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.