

**H.H.THE RAJAH'S COLLEGE (AUTO)**

**PUDUKKOTTAI – 622 001**

**Department of History**

# **M.A., HISTORY**

## **SYLLABUS**



**2023 – 2024**

**(Under Common CBCS and Learning Outcomes  
Based Curriculum Framework (LOCF) Pattern)**

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# **M.A., HISTORY PREAMBLE**

## **About the Programme:**

The M.A. History Programme is designed to impart a comprehensive and analytical understanding of Indian History and World History to students. The Department offers variety of challenging courses to equip students with the knowledge of the nature of history, historiography, historical methods and approaches, with specific focus on Medieval Indian History and Modern Indian History. The M.A. Programme intend to provide students with knowledge that is applicable to a wide range of careers such as administrative work, archival work, teaching, publishing, diplomats, global charity work. The Programme also equips them to pursue higher education and research in future.

## **Programme Structure:**

The M.A. History is a two years Programme comprising 30 Courses covered over a period of four semesters. Each Course will carry 100 marks out of which 25 marks shall be earmarked for Internal Assessment. The students will also have the opportunity to take at least two Courses outside the Department in each semester. The University follows a credit-based semester system of teaching and evaluation.

<b>TANSCH REGULATIONS ON LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK FOR POSTGRADUATE EDUCATION</b>	
<b>Programme</b>	<b>M.A., History</b>
<b>Programme Code</b>	PHS
<b>Duration</b>	PG – Two Years
<b>Programme Outcomes (POs)</b>	<p><b>PO1: Problem Solving Skill</b> Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.</p> <p><b>PO2: Decision Making Skill</b> Foster analytical and critical thinking abilities for data-based decision-making.</p> <p><b>PO3: Ethical Value</b> Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.</p> <p><b>PO4: Communication Skill</b> Ability to develop communication, managerial and interpersonal skills.</p> <p><b>PO5: Individual and Team Leadership Skill</b> Capability to lead themselves and the team to achieve organizational goals.</p> <p><b>PO6: Employability Skill</b> Inculcate contemporary business practices to enhance employability skills in the competitive environment.</p> <p><b>PO7: Entrepreneurial Skill</b> Equip with skills and competencies to become an entrepreneur.</p> <p><b>PO8: Contribution to Society</b> Succeed in career endeavors and contribute significantly to society.</p>
<b>Programme Specific Outcomes (PSOs)</b>	<p><b>PSO1 – Placement</b> To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.</p> <p><b>PSO 2 - Entrepreneur</b> To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p><b>PSO3 – Research and Development</b> Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p>

	<p><b>PSO4 – Contribution to Business World</b> To produce employable, ethical and innovative professionals to sustain in the dynamic business world.</p> <p><b>PSO 5 – Contribution to the Society</b> To contribute to the development of the society by collaborating with stakeholders for mutual benefit.</p>
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	<b>PO 1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>
<b>PSO 1</b>	3	2	3	3	2	3	2	3
<b>PSO 2</b>	3	3	3	3	3	3	3	3
<b>PSO3</b>	3	3	3	3	3	3	3	3
<b>PSO 4</b>	3	3	3	3	3	3	3	3
<b>PSO 5</b>	3	2	3	3	2	3	2	3

**3 – Strong, 2- Medium, 1- Low**

[illegible]

**Component wise Credit Distribution**

<b>Credits</b>	<b>SemI</b>	<b>SemII</b>	<b>SemIII</b>	<b>SemIV</b>	<b>Total</b>
<b>Part A</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>72</b>
<b>Part B</b>					
<b>(i)Discipline– Centric/ Generic Skill</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>8</b>
<b>(ii) Soft Skill</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>10</b>
<b>(iii)Summer Internship/Industrial Training</b>			<b>2</b>		
<b>Part C</b>				<b>1</b>	<b>1</b>
<b>Total</b>	<b>22</b>	<b>22</b>	<b>24</b>	<b>23</b>	<b>91</b>

METHODS OF EVALUATION		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments / Snap Test / Quiz	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
Total		100 Marks
METHODS OF ASSESSMENT		
Remembering (K1)	<ul style="list-style-type: none"> <li>The lowest level of questions require students to recall information from the course content</li> <li>Knowledge questions usually require students to identify information in the textbook.</li> </ul>	
Understanding (K2)	<ul style="list-style-type: none"> <li>Understanding of facts and ideas by comprehending organizing, comparing, translating, interpolating and interpreting in their own words.</li> <li>The questions go beyond simple recall and require students to combine data together</li> </ul>	
Application (K3)	<ul style="list-style-type: none"> <li>Students have to solve problems by using / applying a concept learned in the classroom.</li> <li>Students must use their knowledge to determine a exact response.</li> </ul>	
Analyze (K4)	<ul style="list-style-type: none"> <li>Analyzing the question is one that asks the students to break down something into its component parts.</li> <li>Analyzing requires students to identify reasons causes or motives and reach conclusions or generalizations.</li> </ul>	
Evaluate (K5)	<ul style="list-style-type: none"> <li>Evaluation requires an individual to make judgment on something.</li> <li>Questions to be asked to judge the value of an idea, a character, a work of art, or a solution to a problem.</li> <li>Students are engaged in decision-making and problem – solving.</li> <li>Evaluation questions do not have single right answers.</li> </ul>	
Create (K6)	<ul style="list-style-type: none"> <li>The questions of this category challenge students to get engaged in creative and original thinking.</li> <li>Developing original ideas and problem solving skills</li> </ul>	



## M.A., HISTORY SYLLABUS

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



SEMESTER III							
Core 7	<b>23PHS7</b>	Colonialism and Nationalism in India	6	4	3	25	75
Core 8	<b>23PHS8</b>	Intellectual History of India	6	4	3	25	75
Core 9	<b>23PHS9</b>	Economic History of India since 1857 CE	6	4	3	25	75
Core 10	<b>23PHS10</b>	Contemporary India	6	4	3	25	75
Elective 9/10	<b>23PHSE5A/B</b>	Principles and Methods of Archaeology / Studies in Human Rights	3	3	3	25	75
Skill Enhancement course II / Professional Competency Skill	<b>23PHSEC2</b>	* History for NET / UGC / SET / TRB Competitive Examinations ( <b>Online objective</b> )	3	2	3	25	75
Internship/Industrial Activity	<b>23PHSIT</b>	Internship/Industrial Activity	-	2			
		<b>Total</b>	<b>30</b>	<b>24</b>			
SEMESTER IV							
Core 11	23PHS11	Peasant and Labour Movements in India	6	4	3	25	75
Core 12	23PHS12	International Relations since 1945 CE	6	4	3	25	75
Project with Viva	23PHS13PW	Project	4	3	3	25	75
Elective 11/12	<b>23PHSE6A/B</b>	Women in India through the Ages / Science and Technology in India since 1947 CE	4	3	3	25	75
Skill Enhancement Course III	<b>23PHSEC3</b>	Tourism in Tamilnadu	2	2	3	25	75
Extension Activity	23PEA	Extension Activity	-	1			
		<b>Total</b>	<b>30</b>	<b>23</b>			
		<b>Grand Total</b>	<b>120</b>	<b>91</b>			

**Internal -25 External – 75 Total - 100**

## M.A HISTORY

Course Title	History of Ancient and Early Medieval India - Prehistory to 1206 CE				
Course Type	Core Course 1	Course Code	CC 1		
Year	I	Sub Code	23PHS1		
		Semester	I		
Credits	5	Hours	L	T	P
			FS	Total	
			5	2	0
			0	7	

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Explain the sources and the features of Pre and Proto history at the national and regional level
2	Understanding of the social, political and economic life in the Vedic age and the post- Vedic polity and religion
3	An account of Mauryan and Post- Mauryan period
4	The chief features of the Age of Guptas and its legacy
5	Knowledge of the history of the Peninsular India under various dynasties

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas,Prathikaras and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact

## Books for Study

Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*, Pearson, Delhi, 2009

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

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

## Suggested Readings

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

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

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

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

## Web sources:

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization	K1
CO 2	Know the various theories of origin of Aryans, and their socio-economic life	K1
CO 3	Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions	K3
CO 4	Give a detailed account of the Age of Guptas and Harsha's administration	K5
CO 5	Explain the history of Peninsular India under various dynasties	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Socio Cultural History of Tamil Nadu upto1565 CE						
Course Type	Core Course 2	Course Code	CC 2				
Year	I	Sub Code	23PHS2				
		Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	2	0	0	7

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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

<b>UNIT I</b>
Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai – Nadukal
<b>UNIT II</b>
Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and the State – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature
<b>UNIT III</b>
Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture –Overseas expansion and cultural impact
<b>UNIT IV</b>
Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo's Account – Society: Valangai and Idangai– Religion – Art and Architecture: Madurai <u>Meenakshi Temple</u> – Religion: Mathas – Saivasiddhantam and Virsaivism
<b>UNIT V</b>
Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women

### Books for Study

Karashima, Noboru, *A Concise History of South India: Issues and Interpretations*, OUP, New Delhi, 2014  
 Subramanian, N., *Social and Cultural History of Tamilnad(upto 1336 A.D.)*, 2011

### Suggested Readings:

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

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

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

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

### Web sources

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Detail the early history of Tamil Nadu	K1
CO 2	Give an account of the history of Pallavas and their contribution	K1
CO 3	Highlight the impact of the Cholarulers's administration	K3
CO 4	Present an account of the history of Pandyas of Madurai	K5
CO 5	Explain the society and culture under Madurai Sultanate and Vijayanagara	K2

### CO Mapping with Programme Outcomes

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

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

1. S-Strong(3)

M-Medium (2)

L-Low (1)



## M.A HISTORY

Course Title	History of World Civilizations (Excluding India)						
Course Type	Core Course 3	Course Code	CC 3				
Year	I	Sub Code	23PHS3				
		Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Explain the concepts of civilization and culture and brief history of pre- historic period.
2	Present different features of various ancient civilizations.
3	Explain the main West Asian civilizations.
4	Compare the features of Chinese and Japanese civilizations.
5	Study and compare Greek and Roman Civilizations.

<b>UNIT I</b>
Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations
<b>UNIT II</b>
The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian –Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures
<b>UNIT III</b>
The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia’s World Empire.
<b>UNIT IV</b>
China’s Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations
<b>UNIT V</b>
Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science and philosophy – The Roman republic – the PaxRomana – 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)

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- 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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Compare the concepts of civilization and culture and brief history of pre- historic period	K1
CO 2	Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations	K1
CO 3	Study about origin and growth of river valley civilizations	K3
CO 4	Describe the features of Chinese and Japanese civilizations	K5
CO 5	Explain the contributions of Greek and Roman civilization	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Freedom Struggle in Tamil Nadu						
Course Type	Elective Course 1	Course Code	EC 1				
Year	I	Sub Code	23PHSE1A				
		Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			3	2	0	0	5

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Present the early resistance to colonial rule
2	Detail the factors for the emergence of national consciousness and the role of socio- political organisations
3	Explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press
4	Detail the activities of moderate and revolutionary leaders and the impact of Gandhi
5	Point out the role of Tamil Nadu in the latter phase of the freedom struggle

<b>UNIT I</b>
Poligar Revolt – PuliThevan – VeeraPandiyaKattabomman – VeluNachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact
<b>UNIT II</b>
Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – –Madras MahajanaSabha- Impact of Gandhi Visit Tamilnadu
<b>UNIT III</b>
Press and Nationalism – The 'Hindu', Swadesamitran, New India, Dinamani, India ( edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan-Sooryodhayam- - Vijaya-Chakravardhini- BalaBharatham- Nava Sakthi- SwantiraSangu-
<b>UNIT IV</b>
Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer-V.O. Chidamabaram – SubramaniaBharathi – KadalurAnjaliammal-SoundaramAmmayar.
Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva-NeelakantaBrahmmachari
<b>UNIT V</b>
Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils

## Learning Resources

### Recommended Books for Study

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

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

Rajayyan, K.: Tamil Nadu: A Real History

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

G. Venkatesan, History of Indian Freedom Struggle

### Reference

Narasimhan V.K. : Kamaraj – A Study

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

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

### Web Sources:

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Appreciate the contribution of early resistance against British rule in Tamil Nadu.	K1
CO 2	Describe the role of organizations in increasing nationalist consciousness	K1
CO 3	Assess the role of press in Tamil Nadu towards the nationalist cause.	K3
CO 4	Evaluate the contribution of various leaders to India's freedom struggle.	K5
CO 5	Understand the role of Tamil Nadu in the final phase of the freedom struggle	K2

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	3	3	3	3	2	3
<b>CO 2</b>	3	2	3	3	3	2	2	3
<b>CO 3</b>	3	2	3	3	3	2	2	3
<b>CO 4</b>	3	3	2	3	3	2	2	3
<b>CO 5</b>	3	2	3	3	3	3	2	3
<b>Total</b>	15	12	14	15	15	12	10	15
<b>Average</b>	3	2.4	2.8	3	3	2.4	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Indian Art and Architecture						
Course Type	Elective Course 2	Course Code	EC 2				
Year	I	Sub Code	23PHSE1B				
		Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			3	2	0	0	5

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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	Point out the salient features of colonial architecture

<b>UNIT I:</b>
Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars
<b>UNIT II:</b>
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
<b>UNIT III:</b>
Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)
<b>UNIT IV:</b>
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
<b>UNIT V:</b>
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](https://ignca.gov.in/Asi_data/18060.pdf)
3. <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain the various forms of Indus and Mauryan Art.	K1
CO 2	Compare and contrast the Gandhara and Mathura Schools of Art.	K1
CO 3	Examine the similarities and differences between temple architectural styles.	K3
CO 4	Discuss the relation between the five pillars of Islam and Islamic architecture.	K5
CO 5	Appreciate the features of colonial architecture	K2

### 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	3	2	3	2	2	3
CO 2	3	3	3	2	3	2	3	3
CO 3	3	3	3	2	3	2	2	3
CO 4	3	3	2	2	3	2	3	3
CO 5	3	3	3	2	3	2	2	3



..

<b>Total</b>	15	15	14	10	15	10	12	15
<b>Average</b>	3	3	2.8	2	3	2	2.4	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	3	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	2	3	3	2
<b>Total</b>	15	14	15	15	13
<b>Average</b>	3	2.8	3	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Administrative History of Tamil Nadu						
Course Type	Elective Course 3	Course Code	EC 3				
Year	I	Sub Code	23PHSE2A				
		Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Examine the administration of Justice party
2	Highlight the achievements of Congress rule
3	Explain the major achievements of governments after 1967
4	Point out working of governments under AIADMK party
5	Highlight the cumulative impact since independence

<b>Unit I</b>
Justice Party- A.SubbarayuluReddiyar- Raja of Panangal- P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid –day meal scheme
<b>Unit II</b>
Congress rule: C.Rajagoplachari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth
<b>Unit – III</b>
DMK administration-C.N Annnnadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaingar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant.ManuNeethiThittam- Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development
<b>Unit- IV</b>
AIADMK administration: MGR-Nutritious Meal scheme- educational reforms - introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities-Tamil University at Tanjore-Mother Teresa university at kodaikkanal- J.Jayalalitha -welfare measures- AmmaUnavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting
<b>Unit V</b>
Policies and programmes– economic- social and demographic impact

## LEARNING RESOURCES

### Recommended Books

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

Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

Rajmohan Gandhi., Rajaji:A Life

Narasimhan.V.K., Kamaraj A Study

SandhyaRavishankar.,Karunanidhi: A Life in Politics

Vasanthi., A Lone Empress:A Portrait of Jayalalitha

### Reference

Subramanian.N History of Tamilnadu Vol.2

### Web Source

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

<https://www.inc.in>

<https://dmk.in>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Appreciate the administration of Justice Party	K1
CO 2	Evaluate the Congress Administration	K1
CO 3	Interpret DMK administration	K3
CO 4	Compare AIADMK administration	K5
CO 5	Assess the impact of various administrations	K2

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	2	3	2	3	3	2	3
CO 2	3	2	3	2	3	3	2	3
CO 3	3	2	3	2	3	3	2	3
CO 4	3	2	3	2	3	2	2	3
CO 5	3	2	3	2	3	3	2	3
Total	15	10	15	10	15	14	10	15
Average	3	2	3	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	2	2	3	3
CO 2	3	3	3	3	3
CO 3	3	3	3	3	3
CO 4	3	3	3	3	3
CO 5	3	2	2	3	3
Total	15	13	13	15	15
Average	3	2.6	2.6	3	3

S-Strong(3)

M-Medium (2)

L-Low (1)

## M.A HISTORY

Course Title	Cultural Heritage of India					
Course Type	Elective Course 4	Course Code	EC 4			
Year	I	Sub Code	23PHSE2B			
		Semester	I			
Credits	3	Hours	L	T	P	F S
			3	1	0	0
						Total
						4

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
2	Highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
3	Throw light on the importance of Royalty and its patronage on cultural transformation
4	Analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture
5	Critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

UNIT I
Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan and Vedic Ages
UNIT II
Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature
UNIT III
Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement
UNIT IV
Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period
UNIT V
Colonial Rule and the westernisation of Culture - Amalgamation of the old and new art forms. Education and the enduring legacy of the colonial rule – Impact of Western Literature

## LEARNING RESOURCES

Luniya, B.N.	: Evolution of Indian Culture
Wolport, S.	: Introduction to India
Hussain, S.A.	: The National Culture of India
Tomery, E.	: History of Fine Arts in India and West
Basham, A.L.	: The Wonder that was India
Brown, Percy	: Indian Architecture – Buddhist and Hindu, Vol. I

..

Coomaraswamy, A.K.: History of Indian and Indonesian Art

Kramrish, Stella : Art of India

Poande, Susmita : Medieval Bhakti Movement

#### Web sources:

<https://indiaculture.gov.in>

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

<http://www.intach.org>

<https://www.exoticindiaart.com>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain the concepts and the dynamism involved in the Evolution of culture	K1
CO 2	Describe critical role of religions in the growth of Art and architectural forms	K1
CO 3	Examine the importance of Royal patronage for the progress of various art forms	K3
CO 4	Appreciate the advent of new art forms	K5
CO 5	Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms	K2

#### 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	3	2	3	2	2	3
CO 2	3	3	3	3	3	3	2	3
CO 3	3	3	3	2	3	2	2	3
CO 4	3	2	3	3	3	3	2	3
CO 5	3	3	3	2	3	2	2	3
Total	15	14	15	12	15	12	10	15
Average	3	2.8	3	2.4	3	2.4	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)

## M.A HISTORY

Course Title	History of Medieval India - 1206 - 1707 CE						
Course Type	Core Course 4	Course Code	CC 4				
Year	I	Sub Code	23PHS4				
		Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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.
4	Outline the advancements in art and architecture
5	Explain the economic and socio-cultural life in medieval India

<b>UNIT I</b>
<b>Establishment of the Delhi Sultanate:</b> QutbuddinAibak and Iltutmish — <i>Iqta</i> System - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban- <i>Chihalgani</i> - Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion –Jalaluddin and AlauddinKhalji’s approaches to the State – Changes among the ruling Classes –Conquest and Annexation.
<b>UNIT II</b>
<b>Problems of a Centralized State:</b> Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital-FirozTughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate
<b>UNIT III</b>
<b>The Foundation of Mughal Empire:</b> Central Asian experience of Babur - India on the eve of Babur’s invasion– Struggle for empire in North India – Significance of the Afghan despotism-Rise of Sher Shah Sur; <b>Expansion and Consolidation</b> – Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– NurJahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.
<b>UNIT IV</b>
<b>Ideology and State in Mughal India:</b> Akbar’s imperial agenda - Suhl-i-kul – Akbar’s religion - Din ilahi; Aurangzeb’s relation with religious groups and institutions.; Mughal-Rajput Relations – Mughal administration-: Aurangzeb - the Imperial elite- Deccan wars- Rise of Marathas under Shivaji- Popular revolts within the Mughal empire – Decline of the Mughal empire.
<b>UNIT V</b>
<b>Economic and Socio-Cultural Life in Medieval India:</b> Economy: Agricultural Production, Village Society and the Revenue System – Trade– relations with the Europeans-Society- Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious Ideas and Beliefs- The Sufi Movement– The Bhakti Movement in North India – Culture- Architecture – Literature – Fine Arts – Music.

## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

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

### References

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

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

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

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

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

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

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

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

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

### Web sources:

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

<https://studoc.com>

<https://indiaolddays.com>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Understand the establishment of centralized monarchy	K1
CO 2	Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq	K1
CO 3	Analyse the religious and Deccan policy of Mughals.	K3
CO 4	Outline the advancements in art and architecture	K5
CO 5	Detail the facets of economic and socio-cultural life in Medieval India	K2

#### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



## M.A HISTORY

<b>Course Title</b>	<b>Socio Cultural History of Tamil Nadu - 1565 – 2000 C.E.</b>					
<b>Course Type</b>	Core Course 5	<b>Course Code</b>	CC 5			
<b>Year</b>	I	<b>Sub Code</b>	23PHS5			
		<b>Semester</b>	II			
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>
			5	1	0	0
						<b>Total</b>
						<b>6</b>

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
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

<b>UNIT I</b>
The Nayaks of Madurai – ThirumalaiNayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – – contribution of Nayaks to art and architecture and Tamil culture.
<b>UNIT II</b>
Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – SaraswathiMahal Library – Development of Art and Architecture under the Marathas –
<b>UNIT III</b>
The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism: St.Ramalinga- Vaishnavism: the Schism
<b>UNIT IV</b>
Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education.
<b>UNIT V</b>
Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation- socio- cultural impact of the Dravidian parties

## LEARNING RESOURCES

### Recommended Books

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

### References

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

### Web Sources:

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

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Narrate the social condition during the Nayak period	K1
CO 2	Evaluate the contributions of Marathas to the culture of the Tamil region	K1
CO 3	Analyse the Contribution of Sethupathis of Ramnad to Tamil society.	K3
CO 4	Appreciate the Growth of Western Education	K5
CO 5	Assess the contribution of Dravidian movement to social transformation	K2

#### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

#### CO Mapping with Programme Specific Outcomes

	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	2
<b>Total</b>	15	15	14	15	13
<b>Average</b>	3	3	2.8	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Historiography and Historical Methods						
Course Type	Core Course 6	Course Code	CC 6				
Year	I	Sub Code	23PHS6				
		Semester	II				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Explain the concepts related to history and its relationship with other disciplines
2	Discuss various philosophies and interpretations of history
3	Explain the processes and procedures involved in the conduct of historical research
4	Examine the evolution of historical writing in the West
5	Examine the contribution of various historians to the development of Indian historiography

<b>UNIT I</b>
Meaning, Nature and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History
<b>UNIT II</b>
Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History
<b>UNIT III</b>
Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography
<b>UNIT IV</b>
Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm
<b>UNIT V</b>
Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai

## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

### References

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

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

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

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

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

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

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

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

Web sources:

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain the meaning and scope of history	K1
CO 2	Outline the various theories and philosophical approaches to history	K1
CO 3	Undertake historical research	K3
CO 4	Analyse the contribution of western historians	K5
CO 5	Highlight the historical writings of important Indian historians	K2

### CO Mapping with Programme Outcomes

	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
<b>CO 1</b>	3	3	3	2	3	3	2	3
<b>CO 2</b>	3	3	2	3	3	3	2	3
<b>CO 3</b>	3	3	3	2	3	3	2	3
<b>CO 4</b>	3	3	2	2	3	2	2	3
<b>CO 5</b>	3	3	3	3	3	3	2	3
<b>Total</b>	15	15	13	12	15	14	10	15
<b>Average</b>	3	3	2.6	2.4	3	2.8	2	3

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	History of Journalism					
Course Type	Elective Course 5	Course Code	EC 5			
Year	I	Sub Code	23PHSE3A			
		Semester	II			
Credits	3	Hours	L	T	P	F S
			3	0	0	0
						Total
						3

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Explain the origins and the role of press in social awakening
2	Present the role of the press in the freedom movement
3	Explain the government reaction to the role of the press
4	Present the role of prominent personalities for the growth of journalism
5	Explain the contribution of various newspapers

<b>UNIT I</b>
The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies.
<b>Unit II</b>
Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India
<b>Unit III</b>
Government and the press: reaction and regulation –Press laws
<b>Unit IV</b>
Contribution of Eminent Personalities to Indian Journalism: BalaGangadharTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer- Peiryar-Aditanar-Kalaignar
<b>Unit V</b> Contribution of Important News Papers: AmritBazarPatrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DhinaThanthi-Dinamalar- Dinakaran- Viduthalai-Murasoli

### LEARNING RESOURCES

#### Recommended Books

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

..

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

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

Web sources:

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

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

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	explain the origins and the and role of press in social awakening	K1
CO 2	present the role of the press in the freedom movement at the national level	K1
CO 3	explain the government reaction to the role of the press	K3
CO 4	assess the role of prominent personalities for the growth of journalism	K5
CO 5	understand the contribution of various newspapers	K2

#### 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)



## M.A HISTORY

Course Title	International Migrations and Diasporic Studies						
Course Type	Elective Course 6	Course Code	EC 6				
Year	I	Sub Code	23PHSE3B				
		Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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

<b>UNIT I: International Migrations</b>
Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations
<b>UNIT II: Theories of Diaspora</b>
Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora
<b>UNIT III: The Indian Diaspora: A Survey</b>
The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia
<b>UNIT IV: Issues of Identity in the Indian Diaspora</b>
Religion and Caste – Language and Culture – Institutions and Associations
<b>UNIT V: Indian Diaspora and Policy Perspective</b>
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, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.
- Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.
- Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.
- Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.
- Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter 1, 3, 5]
- Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.
- Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.
- Web sources:

1. [www.iom.int](http://www.iom.int)
2. [https://www.researchgate.net/publication/260096281\\_Theories\\_and\\_Typologies\\_of\\_Migration\\_An\\_Overview\\_and\\_A\\_Primer](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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain the theories of international migrations and diaspora	K1
CO 2	Outline the position of Indian diaspora worldwide	K1
CO 3	Examine the issues of identity among the Indian diaspora	K3
CO 4	Evaluate the Indian policies towards diaspora	K5
CO 5	Understand the perspectives and policies of receiving countries	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	2
<b>Total</b>	15	15	14	15	13
<b>Average</b>	3	3	2.8	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Indian Constitution						
Course Type	Elective Course 7	Course Code	EC 7				
Year	I	Sub Code	23PHSE4B				
		Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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

<b>UNIT I</b>
Historical background - Sources of the Indian Constitution - Preamble-citizenship
<b>UNIT II</b>
Fundamental Rights–Directive Principles of State Policy – Fundamental Duties-important amendments to the Constitution
<b>UNIT III</b>
Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions
<b>UNIT IV</b>
Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers and functions- Process of lawmaking – Speaker – Parliamentary Committees – Supreme Court of India:Composition, powers and functions
<b>UNIT V</b>
State Government: Role of the Governor - State Legislature – Cabinet- High Courts –

### LEARNING RESOURCES

#### Recommended Books

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

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

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

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

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

#### References

Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University,2009

Durga Das Basu, *Commentary on the Constitution of India*,Wadha& Company,2000

Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019

Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952

Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. [https://www.constitutionofindia.net/constitution\\_of\\_india](https://www.constitutionofindia.net/constitution_of_india)
3. <https://www.loc.gov/item/57026883>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Understand the historical background of the Indian Constitution.	K1
CO 2	Compare and contrast basic features of the constitution	K1
CO 3	Evaluate the nature of Indian federalism and the rationale for emergency provisions.	K3
CO 4	Describe the powers and functions of the various units of the government.	K5
CO 5	Explain the structure at the state level	K2

#### 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)

## M.A HISTORY

Course Title	Environmental History of India						
Course Type	Elective Course 8	Course Code	EC 8				
Year	I	Sub Code	23PHSE4B				
		Semester	II				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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

<b>Unit I</b>
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.
<b>Unit II</b>
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.
<b>Unit III</b>
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.
<b>Unit IV</b>
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.
<b>Unit V</b>
Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BachhaoAndolan – Silent Valley Movement – Jungle BachaoAndolan –

## LEARNING RESOURCES

### Recommended Books

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

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

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

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

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

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

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

### References

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

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

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

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

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

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

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

### Web sources:

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Understand the various schools of thought in ecological studies.	K1
CO 2	Trace the impact of eco systems from a historical perspective.	K1
CO 3	Evaluate the impact of British ecological imperialism.	K3
CO 4	Examine the impact of various environmental movements in India	K5
CO 5	Examine the role of various movements	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



## M.A HISTORY

Course Title	ACHIEVEMENTS OF DRAVIDIAN MOVEMENT					
Course Type	Elective Course 8	Course Code	EC 8			
Year	I	Sub Code	23PHSE4C			
		Semester	II			
Credits	3	Hours	L	T	P	F S
			3	1	0	0
						Total
						4

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Understand the importance of Dravidian Movement
2	Know the Achievements of Dravidian Movement
3	Know the performances of justice party and Dravidian Governments
4	Know the leaders of Dravidian movements
5	Evaluate the Rule of the Dravidian Parties.

UNIT- I
History of Justice Party- Performance of Justice Party Governments- Introduction of Mid day meals scheme in Schools- Implementing Reservation Policy - Contribution to Education, Establishment of Universities, Tamil Studies , Women's rights , Voting rights to women- Establishment of Co-operation and Hindu Religious Endowment Board
UNIT -II
History of Dravida Munnetra Kazhagam- Achievements of Aringnar C. N. Annadurai Government - (1976-1969 )Self Respect Marriages Act - Naming Madras State as Tamil Nadu. Enacting Two Languages Formula Act
UNIT III
Life History of Kalaignar M. Karunanithi - Achievements of Kalaignar's Governments (1969-1976) & (1989-1991)- Social Welfare schemes- Free Electricity, drinking water, Road facility to villages- Establishment of SIPCOT and TIDCO - Reservation policy - Lepers rehabilitations and mercy home schemes (Karunai Illam) - Abolition of hand pulled richshaws - free eye camp - starting new colleges and Tamil Nadu Agriculture University – Established New Towns
UNIT-IV
Achievements of Kalaignar's Governments (1996-2001) & (2006-2011)- Free electricity to farmers , Industrial development - Renaming Madras as Chennai - Establishing Dr. Ambedkar Law University - Periyar ninaivu samuthuvapuram Thitam – Promoting Industries in Tamil Nadu – Krishna water under Telugu ganga scheme – waiving of loans of farmers - Improving Midday Meal Scheme by providing two eggs a day – appointing qualified persons as archagas irrespective of caste and creed - Making Tamil as compulsory language in schools – Women Welfare Schemes – Promoting Higher Education.
UNIT V
History of A.I.D.M.K., M G R, Jayalalitha, Governments - Midday meals scheme- Cauvery water tribunal, Reservation policy- promoting Education, Agriculture establishment of Universities – cradle baby scheme -- Rain water harvesting scheme

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Estimate the performances of Dravidian Governments	K1
CO 2	Measured the progress of Tamil Nadu during Dravidian Governments	K1
CO 3	Assessed the values and contributions of Dravidian movement	K3
CO 4	Comparing Dravidian movement and other movements	K5
CO 5	Impart in the Tamilnadu Politics.	K2

### Reference Books:

Kalaingar M. Karunanithi, *Sadhanai Sarathiram*, Dravida Munnetra Kazham Publication, Anna Arivalayam, Chennai-18

K. Veeramani, *Achievements DMK Government*, Diravidar Kazhaga Publication, Chennai.

K. Veeramani, *Dravida Eyakka nootrandu varalatra chuvadukal*, Diravidar Kazhaga Publication, Chennai

Kalaingar M. Karunanithi, *Nenjukku Neethi, Six volumes* : Thirumagal Nelaiyam.

Murasuli Maran, *History of Dravidian Moments Part -I*

P.S Elango, Sir p. Thiagarayar to Dr. Kalaingar- malai malar pathippagam, Chennai -10.

Dr. K. Rajaram, *Justice Party*,

A. Ramasamy **DMK Rice and contribution**, puthuvasantham pathippagam, Madurai

A.Ramasamy *Struggle for Freedom of Languages in India*, puthuvasantham pathippagam, Madurai

Dr. Pu. Rajadurai, *Achievements of Justice Party Ministry* - Diravidar Kazhagam Publications.

Ka. Thirunavukarasu-*History of Justice Party*, Two Volumes. Nakiran pathippagam, Manthaiveli , Chennai 28

Pulavar. Vaa Vaa Si. Kalaingar *Sethukkia Tamilagam. Achievements of DMK Government* - Kittu kamatchi pathippagam, maangudi valaiyarpettai, Tharasuram, Kumbakonnam .

M.P. Balasubramaniam, *Dravida Iyyakkam Valartha Tamil* , Pari Nelaiyam, Chennai 104.

K.G. Radha Manaalan- *History Dravidian Movement*, Pari Nelaiyam, Chennai 104.

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Introduction to Epigraphy						
Course Type	Skill Enhancement Course 1	Course Code	SEC 1				
Year	I	Sub Code	23PHSSE1				
		Semester	II				
Credits	2	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Define epigraphy and explain its significance.
2	Identify the varieties of materials used
3	Explain the types of inscriptions
4	Trace the origin of writing in South India
5	Explain the use of inscriptions as historical sources

<b>UNIT I</b>
Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription - Authenticity
<b>Unit II-</b> Nature of the material- stone, metal, clay, terra-cota, pottery, wood, papyrus, parchment
Unit III- Types of inscriptions- monumental- archival- Incidental
<b>UNIT III</b>
Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script
<b>UNIT IV</b>
Origin of Writing in South India – Tamil - Tamil Brahmi – Vattezhuthu – Grantha Script
<b>Unit V-</b>
Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions- inscriptions of Gupta period- Inscriptions in Tamilnadu - Mangulam – Sittannavasal

## LEARNING RESOURCES

### Recommended Books

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

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

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

Web Sources:

1. <https://www.britannica.com/topic/epigraphy>
2. <https://www.researchgate.net/publication/338197502> Inscriptions As A Source of History
3. <https://asi.nic.in/Ancient India/Ancient India Volume 9/article 9.pdf>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Define epigraphy and explain its significance.	K1
CO 2	Identify the varieties of materials used	K1
CO 3	Explain the types of inscriptions	K3
CO 4	Trace the origin of writing in oath India	K5
CO 5	Explain the use of inscriptions as historical source	K2

#### 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	3	2	3	3	2	3
CO 2	3	3	2	3	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	3	3	3	2	2	3
CO 5	3	3	2	3	3	3	2	3
Total	15	15	12	13	15	14	10	15
Average	3	3	2.4	2.6	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

## M.A HISTORY

Course Title	Colonialism and Nationalism in India						
Course Type	Core Course 7	Course Code	CC 7				
Year	II	Sub Code	23PHS7				
		Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
1	Trace the process of colonization
2	Explain the rise of nationalism
3	Highlight the transition to self-rule
4	Examine the role of masses in the freedom struggle
5	Detail the process of transfer of power and the attainment of independence

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### Unit V

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

## LEARNING RESOURCES

### Recommended Readings

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

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

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

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

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

### References

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

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

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

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

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

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

### Web sources

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Evaluate the impact of British imperialism.	K1
CO 2	Examine the nature of early resistance against British rule in India.	K1
CO 3	Compare the relative merits of different methods of anti-British struggle	K3
CO 4	Evaluate the Gandhian non-cooperation movement and its influence on the masses.	K5
CO 5	Explain the process of partition	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**



## M.A HISTORY

Course Title	Intellectual History of India						
Course Type	Core Course 8	Course Code	CC 8				
Year	II	Sub Code	23PHS8				
		Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	Appreciate the intellectual contribution of socio-religious reformers.
2	Evaluate the contributions of economic nationalists.
3	Incorporate the ideology of the Extremist
4	Examine the Gandhian views on political movements.
5	Appreciate the various contributions of prominent leaders

<b>UNIT I</b>
Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – DayanandaSaraswati – Syed Ahmed Khan – Vivekananda – Annie Besant
<b>UNIT II</b>
Economic thought of Early Nationalists – DadabhaiNaoroji – R.C. Dutt – M.G. Ranade – J.C.Kumarappa
<b>UNIT III</b>
BalaGangadharTilak – AurobindoGhosh – SubramanyaBharati – M.A. Jinnah
<b>UNIT IV</b>
Social Thinkers: JyothiRaoPhule-Periyar E.V. Ramasamy- B.R. Ambedkar ,AyothiDasPandithar —— M.N. Roy
<b>UNIT V</b>
Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution

## LEARNING RESOURCES

### Recommended Books

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

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

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

### References

C.P.Andrews : The Renaissance in India

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

V.Brodovov : Indian Philosophy of Modern Times

..

Hanskohn : History of Nationalism in the East

C.Y.Chintamani : Indian Politics Since the Mutiny

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

Beniprasad : The Hindu – Muslim Questions

H.C.E.Zacharias : Renascent India

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

Web sources

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Understand the evolution of intellectual history of India	K1
CO 2	Evaluate the contributions of economic nationalists.	K1
CO 3	Appreciate the contribution of radical thinkers	K3
CO 4	Assess the role of social thinkers	K5
CO 5	Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan	K2

#### 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	3	3	3	2	2	3
CO 2	3	3	2	3	3	3	2	3
CO 3	3	3	2	3	3	2	2	3
CO 4	3	3	3	2	3	2	2	3
CO 5	3	3	2	3	3	3	2	3
<b>Total</b>	15	15	12	14	15	12	10	15
<b>Average</b>	3	3	2.4	2.8	3	2.4	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	3
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	3	3	2
<b>Total</b>	15	15	14	15	14
<b>Average</b>	3	3	2.8	3	2.8

S-Strong(3)

M-Medium (2)

L-Low (1)

## M.A HISTORY

<b>Course Title</b>	<b>Economic History of India since 1857 CE</b>					
<b>Course Type</b>	Core Course 9	<b>Course Code</b>	CC 9			
<b>Year</b>	II		23PHS9			
		<b>Semester</b>	III			
<b>Credits</b>	5	<b>Hours</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>FS</b>
			5	1	0	0
						<b>Total</b>
						6

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
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

<b>UNIT I:</b>
Agriculture: Condition of Agricultural sector during 19th century- Zamindari, Ryotwari and Mahalwari Settlements – Agricultural Indebtedness: Role of Moneylenders and its Impact – Commercialization of Agriculture – Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy
<b>UNIT II:</b>
Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class
<b>UNIT III:</b>
Trade, Finance and Banking: Internal Trade – External Trade – Trade and Monetary Policy – Banking: Origin, Growth and Development of Commercial Banks – Central Bank
<b>UNIT IV:</b>
Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports - Development and Growth of Cities: Kolkata – New Delhi - Chennai
<b>UNIT V:</b>
Nationalist Critique: Dadabhai Naoroji – Amartya Sen- Raja Chelliah– C. Rangarajan

### LEARNING RESOURCES

#### Recommended Books

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

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

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

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

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

## Reference:

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

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

## Web sources

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

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Examine the agrarian condition of Colonial India and the impact of commercialization.	K1
CO 2	Assess the impact of international linkages on the growth of industries in colonial India.	K1
CO 3	Explain the trade and monetary policy of colonial India.	K3
CO 4	Examine the development of various transport systems.	K5
CO 5	Critique the ideas of the economic nationalists.	K2

## 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)

## M.A HISTORY

Course Title	Contemporary India						
Course Type	Core Course 10	Course Code	CC 10				
Year	II	Sub Code	23PHS10				
		Semester	IV				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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

<b>UNIT I</b>
Demographic profile – characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population. The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during Bharathiya Janata Party
<b>UNIT II</b>
Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes. Transport and Communications – Railways – Roads – Shipping – Civil aviation – Postal, Telegraph – Telecommunication –Landline –internet, Communication satellites – Mobile communication.
<b>UNIT III</b>
The Economic Development – Planning Commission – National Development Council –State Plans – Five Year plans – Liberalization and Privatization and their impact. The Foreign policy- objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia
<b>UNIT IV</b>
Indian Society: Rural and Urban context — Constitutional framework for safeguarding the social interest Education – Indian Education Commission – University Grants Commission – Kothari Commission –Progress of women education-growth of science education
<b>UNIT V</b>
Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema- Folk Arts

## LEARNING RESOURCES

### Recommended Books

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

### References

- B. Kuppuswamy : 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)

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Evaluate the contribution of different governments.	K1
CO 2	Assess the impact of government's policy on scientific advancements in India.	K1
CO 3	Describe the India's economic development and foreign policy.	K3
CO 4	Explain the uniqueness of Indian society and culture.	K5
CO 5	Examine the culture and Arts in Independent India	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	3	2
<b>CO 2</b>	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3
<b>CO 5</b>	3	3	3	3	2
<b>Total</b>	15	15	14	15	13
<b>Average</b>	3	3	2.8	3	2.6

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Principles and Methods of Archaeology						
Course Type	Elective Course 9	Course Code	EC 9				
Year	II	Sub Code	23PHSE3A				
		Semester	III				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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

<b>UNIT I</b>
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)
<b>UNIT II</b>
Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India-Development of Archaeological Survey of India,
<b>UNIT III</b>
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.
<b>UNIT IV</b>
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.
<b>UNIT V</b>
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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Understand the meaning of archaeology and the importance of its relations with allied disciplines.	K1
CO 2	Describe the evolution of archaeology	K1
CO 3	Describe the methods and techniques of excavation.	K3
CO 4	List the Archaeological study centres	K5
CO 5	ability to interpret the artefacts	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Studies in Human Rights						
Course Type	Elective Course 10	Course Code	EC 10				
Year	II	Sub Code	23PHSE3B				
		Semester	III				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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

<b>UNIT I</b>
Introduction to Human Rights: Definition and Characteristics – Nature – Theories – Classification and Scope of Human Rights – Historical Development of Human Rights: Ancient, Medieval and Modern periods.
<b>UNIT II</b>
The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights – The International Covenants on Economic, Social and Cultural Rights – Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration
<b>UNIT III</b>
India and Human Rights: Indian Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies
<b>UNIT IV</b>
Contemporary Challenges in Human rights – Violation of the Rights of Women and Children Juvenile Delinquency – Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners — Bonded Labour – Capital Punishment – Custodial Torture.
<b>UNIT V</b>
Organization for Human Rights: International, National, State Level Organizations – Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross – Asia Watch– International Commission of Jurist – Human Rights Watch – People’s Union for Civil Liberties

## LEARNING RESOURCES

### Recommended Books

- Ishay, Micheline R., *The History of Human Rights: From Ancient Times to the Globalization Era*, University of California Press, Berkeley, 2008.
- Megret, Frederic & Philip Alston, *The United Nations and Human Rights: A Critical Appraisal*, OUP, Oxford, 2020
- Nirmal, C.J., *Human Rights in India: Historical, Social and Political Perspectives*, OUP, New Delhi, 2008
- O' Bryne, Darren J., *Human Rights: An Introduction*, Routledge, London, 2013
- Subbian, A, *Human Rights Complaints Systems: International and Regional*, Saujanya Books, New Delhi, 2013

### References

- Cushman, Thomas, ed., *Handbook of Human Rights*, Routledge, New York, 2012
- Forsythe, David P., et. Al., *The International Committee of the Red Cross: A Neutral Humanitarian Actor*, Routledge, New York, 2007
- Human Rights Watch, *World Report*, Human Rights Watch, New York (Relevant Years)
- Landman, Todd, *Protecting Human Rights: A Comparative Study*, Georgetown University Press, Washington, D.C., 2005
- Power, Jonathan, *Amnesty International: The Human Rights Story*, Pergamon Press, Oxford, 1981.

### Web Sources

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Understand the concepts and evolution of human rights	K1
CO 2	Appreciate the role of UN in promoting human rights	K1
CO 3	Understand the the status of human rights in India	K3
CO 4	Analyse the challenges to human right	K5
CO 5	Assess the role of non-governmental organizations	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**3. S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	History for Competitive Examinations						
Course Type	Skill Enhancement - II	Course Code	SE2				
Year	II	Sub Code	23PHSSE2				
		Semester	III				
Credits	2	Hours	L	T	P	FS	Total
			3	0	0	0	3

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
1	To prepare the students for the competitive examinations
2	Explain the impart knowledge about the concepts, ideas and terms in history
3	To learn the Indian history on the competitive perspectives

UNIT: I Concepts, Ideas and Terms
<p>Bharatvarsha, Kara/Vishti, Sabha and Samiti, Stridhana, Varnasrama, Memorial Stones, Prusharthas, Agraharas, Rina, Khilafat, Samslaras, Sulah-i-kul, Yajma, Doctrine of Karma, Turkan-i-Chahlghani, Dandanti/Arthasastra, Watan, Saptanga, Baluta, Dharmavijaya, Iqta, Stupa/Chaitya, Jizyah, Nagara/Dravida/Vesara, Madad-imaash, Bodhisativa/Tirthankara, Amaram, Alvars/Nayanars, Raya-Rekho, Sreni, Jangama, Chauth, Dyarchy, Hundi (Bills of Exchange), Federalism, Sarraf, Utilitarianism, Polygars, Filtration Theory, Jagir, Forward Policy, Dastur, Doctrine of Lapse, Mansab (Rank), Satyagraha, Deshmikh, Swadeshi, Nadu, Revivalism, Pargana, Communalism, Bangal, Vaishnavism, Orientalism, Alt magha De-industrialisation, Shahna-i-mamdi, Subsidiary Alliance, Mercantilism, Economic Nationalism, Indian Renaissance, Panchsheel, Economic Drain, Mixed Economy, Colonialism, Paramountcy, Hindu Code Bill</p> <p><b>World History: Concepts, Ideas and Terms</b> Pre-history, Humanism, Burial Practices, Enlightened Despotism, Mother-Goddess, Divine Right, Law Codes, Supremacy of Church, Athenian Democracy, Holy Roman Empire, Imperial Rome, Social Contract and eneral Will, Slavery, Nation States, Aristocracy, Renaissance, Confucianism, Reformation, Manorial System, Darwinism, Black Death, Great Depression (1929), Feudalism, Feminism, Non-alignment, Parliamentary Democracy, Nazism, Commonwealth, Imperialism, Socialism, Balance of Power, Apartheid, Rights of Man, Cold War, Postmodernism.</p> <p>Period of Mahajanapadas: Formation of States (Mahajanapadas) : Republics and Monarchies; rise of urban centres; trade routes economic growth ;introduction of coinage; spread of Jainism and Buddhism; rise of Magadha and Nandas Persian and Macedanian Invasions and their impact. Manuryan Empire: Foundation of the Mauryan Empire, Chandragupta, Kautilya and Arthasastr: Ashoka; Concept of Dharma; Edicts; Brahmi and Kharosthi scripts. Administration; economy; architecture and sculpture; external contacts. Disintegration of the empire; Sungas and Kanvas.</p>
UNIT :III MEDIEVAL INDIAN HISTORY

Sources: Archaeological - Chronicle-Literary sources:– Persian, Sanskrit and Regional Languages- Archival materials-Foreign travelers’ accounts- Political Developments: The Delhi Sultanate: Foundation of the Mughal Empire – Babur, Humayun and Suris; expansion from Akbar to Aurangzeb- Decline of the Mughal empire — political, administrative and economic causes-Later Mughals and disintegration of the Mughal empire

The Vijayanagara and Bahmanis – rise, expansion and disintegration-The Maratha movement - Administration-Administration under the Sultanate – Civil, judicial, revenue, fiscal and military- Economic Aspects Social-religious Movements: The Safis- Shaivism and its branches; Vaishnavism and its branches –The Sikh movement – Guru Nanak Dev and his teachings and practices, Adi Granth; the Khalsa-Society- Cultural Life

#### **UNIT:IV MODERN INDIAN HISTORY**

Rise of British Power European traders in India in the 17<sup>th</sup> and 18<sup>th</sup> centuries – Portuguese, Dutch, French and the British-The establishment and expansion of British dominion in India- Administration of the Company and Crown- Evolution of central and provincial structure under the East India Company, 1773-1853- Paramountcy, Civil Service, Judiciary, Police and the Army under the Company and Crown- Local Self- Government-Constitutional changes, 1909-1935 –

Economic History: Expansion and commercialization of agriculture, land settlements-Decline of industries ,British Industrial policy; Monetary policy, Growth of new urban centres, Famines and epidemics and the government policy, Economic Thought- English utilitarian; Indian economic historians; the Drain theory Indian Society in Transition: Contact with Christianity-The New Education- Raja Rammohan Roy – Women’s Question - The Printing Press

National Movement: Rise of Indian nationalism, Revolt of 1857 and different social classes, Ideologies and programmes of the Indian National Congress, 1885-1920, Trends in Swadeshi movement, Ideologies and Programmes of Indian revolutionaries in India and abroad, Gandhian Mass Movement, Ideology and programme of the Justice Party, Movement of the Depressed classes, Communal politics and genesis of Pakistan, Towards Independence and Partition India after Independences (1947-1964):Integration of the Indian States; the Kashmir Question, The making of the Indian Constitution, Economic Policies and the planning process, Linguistic reorganization of States, Foreign policy initiatives

#### **UNIT : V RESEARCH IN HISTORY**

Sources and Historiography: Archival materials, biographies and memories, newspapers, Oral evidences, creative literature and painting Concerns in Modern Indian Historiography – Imperialist, Nationalist, Marxist and Subaltern- Scope and value of History, Objectivity and Bias in History, Causation in History, History and its auxiliary sciences-, Area of research — significance of Regional history-Modern Historical Writing in the researcher’s area of research, Recent Trends in Indian History

#### **Reference Books**

- |                    |   |   |
|--------------------|---|---|
| 1. A.L.Basham      | : | The Wonders that was India                      |
| 2. Romila Thaper   | : | A History of India Vol.I                        |
| 3. R.Sathianathier | : | A Political and Cultural History of India Vol-I |
| 4. P.E.Robert      | : | History of British India                        |
| 5. Tara Chand      | : | History of the Freedom Movement in India Vol.I  |

6. R.C.Majumdar,

Raychoudhury and Datta : Advanced History of India

7. Sumit Sarkar : Modern India 1858 – 1947

8. Bipan Chandra : Rise and Growth of Nationalism in India

9. Govt. of India Publication : Gazetteers of India

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the Indian and global events in history.	K1
CO 2	Understand history subject and opt it as an optional subject in competitive examination	K1
CO 3	Apply the acquired knowledge to successfully qualify in competitive examination	K3
CO 4	Scrutinize all the fact and information for competitive examinations	K5
CO 5	Evaluate his/her capability of answering to multiple choice questions in competitive exam	K2

#### 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)



## Semester 4

### M.A HISTORY

Course Title	Peasant and Labour Movements in India					
Course Type	Core Course 11	Course Code	CC 11			
	II	Sub Code	23PHS11			
Year		Semester	IV			
Credits	5	Hours	L	T	P	FS
			5	1	0	0
						<b>Total</b>
						<b>6</b>

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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

<b>UNIT I</b>
Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour -Bonded labour-Plantation labour
<b>UNIT II</b>
Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt – PhulaguriDawa - Pabna Agrarian League - Maratha Uprising – Champaran Satyagraha - KisanSabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.
<b>UNIT III</b>
Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class
<b>UNIT IV</b>
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
<b>UNIT V</b>
Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout –Labour Strikes ILO’s Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour - Modern Challenges.

## LEARNING RESOURCES

### Recommended Books

- Chandra, Bipan., Colonialism and Nationalism in India, New Delhi, 1979.
- Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.
- Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.
- Dhanagare, D.N., Peasant Movements in India, Oxford University Press, Delhi, 1983.
- Guha, Ranajit., Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983. Chakrabarty, 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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Understand the impact of the agrarian changes brought about by colonial government.	K1
CO 2	trace the nature of peasant struggles in India.	K1
CO 3	Detail the rise of industries and the emergence of working class in India.	K3
CO 4	Evaluate the contribution of trade unions towards the amelioration of the working class.	K5
CO 5	Assess the significance of labour laws and various recommendations	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	International Relations since 1945 CE				
Course Type	Core Course 12	Course Code	CC 12		
Year	II	Sub Code	23PHS12		
		Semester	IV		
Credits	5	Hours	L	T	P
			5	1	0
					FS
					0
					Total
					6

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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

<b>UNIT I</b>
Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats
<b>UNIT II</b>
Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India's Role; Middle East: Arab Israeli Conflict – Oil Crisis
<b>UNIT III</b>
United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC
<b>UNIT IV</b>
Brettonwoods Institutions: World Bank and IMF –UNCTAD – North – South Dialogue – NIEO – GATT – WTO
<b>UNIT V</b>
Nuclear Politics: IAEA – NPT – CTBT – Concepts – India's Nuclear Policy; International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India's Concerns; Environmental Concerns: Rio – Kyoto – Green Peace

## LEARNING RESOURCES

### Recommended Books

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

Hans J. Morgenthau., Politics among Nations

Peter Calvocoressi., World Politics since 1945

AsitSen ., International Politics

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

### References

Joseph Frankel : International Relations in a Changing World

Michael Dockrill : The Cold War: 1945-196

K.P. Misra&

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

Rasul B. Rais : The Indian Ocean and the Superpowers

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

### Web Source

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

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain the various theories and concepts of International Relations.	K1
CO 2	Evaluate the impact of cold war.	K1
CO 3	Assess the achievements of UNO and other regional organizations.	K3
CO 4	Examine the role of international economic organisations	K5
CO 5	Examine the key international issues with special reference to India's concerns	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Women in India through the Ages						
Course Type	Elective Course 11	Course Code	EC 11				
Year	II	Sub Code	23PHSE4A				
		Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
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

<b>UNIT I</b>
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.
<b>UNIT II</b>
Social Reform Movements and their impact: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, Jyotiba Phule and Savitribai Phule, Pandita Rama Bai, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – Moovalur Ramamirtham Ammaiyar
<b>UNIT III</b>
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 –
<b>UNIT IV</b>
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
<b>UNIT V</b>
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>

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain the various perspectives on women’s issues	K1
CO 2	Appreciate the contribution of social reformers to women’s cause	K1
CO 3	Outline the constitutional safeguards for women	K3
CO 4	Examine the position of women in society	K5
CO 5	Examine the women welfare Organisations and schemes	K2



### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## M.A HISTORY

Course Title	Science and Technology in India since 1947 CE						
Course Type	Elective Course 12	Course Code	EC 12				
Year	II	Sub Code	23PHSE4B				
		Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			3	1	0	0	4

<b>Learning Objectives</b>	
<b>S. No.</b>	<b><i>The learning objectives are to impart:</i></b>
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.

<b>UNIT I</b>
Establishment of Science and Technology Ministry – Establishment of Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs – Evolution of Government of India's Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013.
<b>UNIT II</b>
Development of Agricultural Science – Green Revolution – M.S. Swaminathan – White Revolution – Verghese Kurien – Blue Revolution
<b>UNIT III</b>
Atomic Energy and Nuclear Power Generation Programme – Homi Bhabha – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India Space Research: ISRO – Development of INSAT system – Remote Sensing Applications– PSLV – Chandrayaan – Mangalyaan – Space Applications – DRDO – India's Missile Programmes – A.P.J. Abdul Kalam – India's Ballistic Missile Defence System
<b>UNIT IV</b>
Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council.
<b>UNIT V</b>
IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology, and Innovation eco-systems – Social and Economic Impact of Scientific advancements.

## LEARNING RESOURCES

### Recommended Books

- Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial Stale. Hyderabad. Orient Longman Limited.
- Alam, Ghayur 1993. Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.
- Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. 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>

<b>CO No.</b>	<b>Course Outcomes</b> <i>The students on completion of the course will be able to:</i>	<b>Cognitive Level</b>
CO 1	Describe the evolution of India's Science & Technology Policy	K1
CO 2	Evaluate the contribution of Green, White, and Blue Revolutions	K1
CO 3	understand the advancements in the field of atomic and space research	K3
CO 4	Outline India's progress in the frontier areas of scientific research	K5
CO 5	Examine the social and economic impact of scientific advancements.	K2

### CO Mapping with Programme Outcomes

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

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

### CO Mapping with Programme Specific Outcomes

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

**S-Strong(3)**

**M-Medium (2)**

**L-Low (1)**

## Project

Course Title	Project						
Course Type	Project with Viva	Course Code	PT				
Year	II	Sub Code	23PHS13PW				
		Semester	IV				
Credits	7	Hours	L	T	P	F S	Total
			6	4	0	0	10

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.

Course Title	Tourism in Tamil Nadu						
Course Type	Skill Enhancement - III	Course Code	SE3				
Year	II	Sub Code	23PHSSE3				
		Semester	III				
Credits	2	Hours	L	T	P	FS	Total
			3	1	0	0	4

Learning Objectives	
S. No.	<i>The learning objectives are to impart:</i>
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

<b>UNIT I</b>
Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals
<b>UNIT II</b>
Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions
<b>UNIT III</b>
Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai – State Institute of Hotel Management and Catering Technology, Tiruchirappalli
<b>UNIT IV</b>
Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kaniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram
<b>UNIT V</b>
Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities - entrepreneurial opportunities in Tourism Industry – Tourist Guides – Chauffeurs – Interpreter

## LEARNING RESOURCES

### Recommended Books

Bhatia, A.K., *Tourism Development, Principles and Practices*, Sterling Publishers, New Delhi, 1987

Kannammal, Geetha, et. al, *An Introduction to Tourism in Tamil Nadu*, University of Madras, Chennai, 2007

Seth, Pran, *Successful Tourism Management, Vol. II: Tourism Practices*, Sterling Publishers, New Delhi, 1997

### References

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

*Enchanting Tamil Nadu*, Tamil Nadu Tourism, September 2005

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

#### Web Sources

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

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

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Explain the types of tourism in Tamil Nadu	K1
CO 2	Describe the role of Tamil Nadu government in the promotion of Tourism	K1
CO 3	List out the various training facilities associated with Tourism industry	K3
CO 4	Describe the tourist attractions in Tamil Nadu	K5
CO 5	Examine the employment and entrepreneurial opportunities in Tamil Nadu	K2

#### 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	3	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	3	2	3	3	2	3
Total	15	15	12	10	15	14	10	15
Average	3	3	2.4	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)