

FOR CANDIDATES ADMITTED FROM JUNE 2019 ONWARDS
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-2
PG AND RESEARCH DEPARTMENT OF HISTORY
Programme: M.A HISTORY 2019-2020

PO No.	Programme Outcomes on completion of the M.A Degree Programme, the graduate will be able to
PO-1	Acquire skills for qualitative education in history.
PO-2	Gather Information and acquire practical skills in Archaeology and Epigraphy so as to become archaeologists and epigraphists.
PO-3	Enable students to get through NET/SET exams and set up coaching classes and tuition centres.
PO-4	Ability to critically think and conduct research through the lens of history, humanity and culture.
PO-5	Develop the ability to become social activists and socially responsible citizens.
PO-6	Develop the ability to become qualitative teachers and academia.

PSO No.	Programme Specific Outcomes <i>Upon completion of these courses the student would</i>
PSO-1	Obtain knowledge on the contribution of the Indian National Movement towards freedom struggle and to examine the economic condition of India in post independent period so as to receive employment opportunities.
PSO-2	Develop the skills needed for preparation of NET/ SET exams to receive employment opportunities.
PSO-3	Become aware of socio, political, economic conditions of various Empire and causes, courses, results of the World Wars, Revolutions, Movements and the foreign policies of world countries which makes the learner to get through various examinations.
PSO-4	Become conscious of the political history, administrative features and constitutional history of India and gender rights, mainstreaming inclusive policies and women empowerment to enable the learner for advocacy, lobbying, campaigning and political activism.
PSO-5	Recognize and articulate research topics involving human experience and chronology which can be applied in conducting projects.
PSO - 6	Enable to frame historical questions and apply historical facts and context so as to make the learner well versed in historical research techniques and methods.
PSO - 7	Obtain knowledge in local, national and global history so as to demonstrate, analyze and synthesize historical information.
PSO - 8	Develop skills to identify the Archaeological remains to protect the historical monuments and to preserve the cultural heritage sites.

SEMESTER I

Course	Title of the course	Code	Hr/wk	Credits	Marks
Major Core- 1	Socio-Political and Cultural History of India - I (upto 1206 AD)	P17HI1MCT01	6	5	100
Major Core- 2	Socio-Political and Cultural History of India under Delhi Sultanate	P17HI1MCT02	6	5	100
Major Core- 3	Socio-Cultural History of Tamil Nadu (AD 1800- 2000)	P17HI1MCT03	6	5	100
Major Core- 4	History of World – I (AD 1453-1815)	P17HI1MCT04	5	4	100
Major Core- 5	Human Rights	P17HI1MCT05	5	4	100
Value Education	Ethics/Bible Studies/Catechism		1		
Library			1		
	Internship/Field Work/Field project 30hrs	P18SP1ECC01		2(Extra Credit)	100
Total			30	24	600

SEMESTER II

Course	Title of the course	Code	Hr/wk	Credits	Marks
Major Core- 6	Socio-Political and Cultural History of India under the Mughals	P17HI2MCT06	6	5	100
Major Core-7	History of World - II (AD 1815-1945)	P17HI2MCT07	6	5	100
Major Core-8	Freedom Struggle in India	P17HI2MCT08	6	5	100
Major Core- 9	Economic History of Modern India	P17HI2MCT09	5	4	100
NME – 1	Gender Rights	P17HI2NMT01	5	3	100
Value Education	Ethics/Bible Studies/Catechism		1		
Library			1		
	Internship/Field Work/Field project 30hrs	P18SPECC02/ P18SPECC01		2(Extra Credit)	100
Total			30	24	600

SEMESTER III

Course	Title of the course	Code	Hr/wk	Credits	Mark s
Major Core- 10	Gender in Indian History	P17HI3MCT10	6	5	100
Major Core-11	Constitutional History of India	P17HI3MCT11	6	5	100
Major Core-12	Historical Writing & Research Methodology	P17HI3MCT12	6	5	100
Major Elective-2	Archeology	P17HI3MET01	6	5	100
NME-2	Introduction to Life Skills	P17HI3NMT02	5	3	100
Library			1		100
Self Study Paper	Indian History for NET/SET Exams	P17HI3SST01		2	100
	Internship/Field Work/Field project 30hrs	P18SP3ECC03/ P18SP3ECC02		2(Extra Credit)	100
Total			30	24	600

SEMESTER – IV

Course	Title of the course	Code	Hr/wk	Credits	Mark s
Major Core 13	Contemporary History of India 1947 to 2014	P17HI4MCT13	7	6	100
Major Core 14	History of Tamil Nadu from 850 to 1800 C.E	P17HI4MCT14	6	5	100
Major Elective 2	History of united States of America from 1776 to 1964 C.E	P17HI4MET02	6	4	100
Major Elective 3	History of South East Asia	P17HI4MET03	6	4	100
Project	Project	P17HI41DIS	4	3	100
Library			1		
	Internship/Field Work/Field project 30hrs	P18SP3ECC04/ P18SP3ECC02		2(Extra Credit)	100
Total			30	24	600
Grand Total			120	90+2=96	2000+ 100= 2400

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 onwards)
First Year - Semester – I

Course Title	MAJOR CORE-ISOCIO-POLITICAL AND CULTURAL HISTORY OF INDIA – I (UPTO 1206 AD)
Total Hours	90
Hours/Week	6
Code	P17HI1MCT01
Course Type	Theory
Credits	4
Marks	100

General Objectives: To Enable the students to understand the Indian Heritage.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the concepts, Ideas of Bharatvarsha, Sabha and Samiti, Varnasrama, Purusharthas, Rina, Samskaras, Yajna, Doctrine of Karma, Dandaniti, Arthasastra, Saptanga, Dharmavijaya, Stupa, Chaitya.
CO-2	Understand the Sangam Literature and approaches to the study of ancient Indian History, Evolution of Monarchy and Varna System - State.
CO-2	Analyze the Prehistoric Cultures in India, Indus Civilization, Sangam Society, Aryan Invasion and Vedic Society, Formation of States (Mahajanapathas). Rise of Asivagam, Jainism and Buddhism.
CO-3	Evaluate the Rise of Magadas and Nandas , Alexander’s Invasion ,Mauryan Empire, Chandragupta , Asoka’s Dhamma and His Inscriptions, Mauryan Administration, Art and Architecture.
CO-4	Analyse the Evolution of Jatis, Sathavahanas and State Formation in the Peninsula ,Indo-Greeks, Sakas, Parthians, Kushanas: Kanishka, Culture and Art.
CO-5	Evaluate the Guptas and Changes in political organisation of empire, Decline in foreign trade and economy, Decay of towns , Revival of Sanskrit language,literature ,Science , Art and architecture.
CO-6	Analyse the Harshavarthana ,Educational Institutions, Nalanda, Vikramasila, Vallabhi and Golden Age: a critical analysis.
CO-7	Understand the Gangas, Pallavas,Chalukyas of Badami, Nagara Style & Dravidian Style,Gujarat and Kalyana ,Administrations, Trade guilds, Growth of Vaishnava and Saiva religions.
CO-8	Understand the Varmanas of Kamrup: Palas, Senas, Rashtrakutas, Pratiharas, ImperialCholas, Arab and Ghanavid conquests, Kalhana and Alberuni.

Unit-1: Concepts, Ideas and Sources:

(12hrs)

Race: Bharatvarsha, Sabha and Samiti, Varnasrama, Purusharthas, Rina, Samskaras, Yajna, Doctrine of Karma, Dandaniti, Arthasastra, Saptanga, Dharmavijaya, Stupa, Chaitya. Sources - Sangam Literature and approaches to the study of ancient Indian History - Evolution of Monarchy and Varna System - State.

Extra Reading /Key words: Nitisastra,Nitivakyamtra

Unit-2: Pre-Mauryas and Mauryas: (12hrs)

Prehistoric Cultures in India - Indus Civilization - Sangam Society - Aryan Invasion and Vedic Society Formation of States (Mahajanapathas) - Rise of Asivagam, Jainism and Buddhism - Rise of Magadas and Nandas - Alexander's Invasion - Mauryan Empire: Chandragupta - Asoka's Dhamma and His Inscriptions - Mauryan Administration - Art and Architecture.

Extra Reading /Key words: Yakshas and Yakshinis

Unit-3: Post Mauryan Period: (10hrs)

Evolution of Jatis - Sathavahanas and State Formation in the Peninsula - Indo-Greeks, Sakas, Parthians, Kushanas: Kanishka, Culture and Art.

Extra Reading /Key words:karnatik, Fort simhagad.

Unit-4: Imperial Guptas: (10hrs)

Guptas: Changes in political organisation of empire - Decline in foreign trade and economy- Decay of towns - Revival of Sanskrit language; literature - Science - Art and architecture - Harshavarthana - Educational Institutions: Nalanda, Vikramasila, Vallabhi - Golden Age: a critical analysis.

Extra Reading / Key words: Bhitari Inscription,Junagarh Inscription.

Unit-5: Regional States: (10hrs)

The Kadambas - Gangas - Pallavas & Chalukyas of Badami, Nagara Style & Dravidian Style - Gujarat and Kalyana - Administrations, Trade guilds – Growth of Vaishnava and Saiva religions - Varmanas of Kamrup: Palas, Senas, Rashtrakutas, Pratiharas - Imperial Cholas - Arab and Ghanavid conquests - Kalhana and Alberuni.

Extra Reading /Key words: Kalika Purana,Ptolemy.

Course Outcomes:**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the concepts, Ideas of Bharatvarsha, Sabha and Samiti, Varnasrama, Purusharthas, Rina, Samskaras, Yajna, Doctrine of Karma, Dandaniti, Arthasastra, Saptanga, Dharmavijaya, Stupa, Chaitya.	PSO:2	U
CO-2	Discuss the Sangam Literature and approaches to the study of ancient Indian History and Evolution of Monarchy.	PSO:6	U
CO-2	Analyze the Prehistoric Cultures in India, Indus Civilization, Sangam Society, Aryan Invasion and Vedic Society, Formation of States (Mahajanapathas). Rise of Asivagam, Jainism and Buddhism.	PSO:2	A
CO-3	Evaluate the Rise of Magadas and Nandas , Alexander's Invasion ,Mauryan Empire, Chandragupta , Asoka's Dhamma and His Inscriptions, Mauryan Administration, Art and Architecture.	PSO:3	E
CO-4	Discuss the Evolution of Jatis, Sathavahanas and State Formation in the Peninsula ,Indo-Greeks, Sakas, Parthians,	PSO:3	U

	Kushanas: Kanishka, Culture and Art.		
CO-5	Estimate the Guptas and Changes in political organisation of empire, Decline in foreign trade and economy, Decay of towns , Revival of Sanskrit language,literature ,Science , Art and architecture.	PSO:3	E
CO-6	Examine the Harshavarthana and his contributions to Educational Institutions, Nalanda, Vikramasila, Vallabhi investigate the Golden Age: a critical analysis.	PSO:2	A
CO-7	Distinguish the kingdoms of the Gangas, Pallavas,Chalukyas of Badami, Nagara Style & Dravidian Style,Gujarat and Kalyana ,Administrations, Trade guilds, Growth of Vaishnava and Saiva religions.	PSO:3	U
CO-8	Discuss the minor kingdoms of Varmanas of Kamrup: Palas, Senas, Rashtrakutas, Pratiharas,Imperial Cholas.	PSO:3	U
CO-8	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Creat

BOOKS FOR REFERENCE

1. Sharma.R.S., (1980) *Shudras in Ancient India, A Social History of the Lower Order Down to AD 600*, New Delhi.
2. Sharma. S.(1991) *Aspects of Political Ideas and Institutions in Ancient India*, New Delhi
3. Romila Thapar,(1992) *Interpreting Early India*, OUP, New Delhi.
4. Khurana. K.L. (2001) *History of India: Earliest times to 1761 A.D.*, Lakshmi Narain Agarwal, Agra.
5. Romila Thapar,(2002)*Early India*, Penguin, New Delhi.
6. Vincent A., (2002)Smith, *The Oxford History of India*, OUP, New Delhi.
7. Majumdar.R.C. (2002)*An Advanced History of India*, Mac Millan, New Delhi.
8. Basham. AL., (2003)*The Wonder that was India*, Rupa & Co., New Delhi.
9. Jha.D.N. (2004) *Ancient India: In Historical Outline*, Manohar Publication, New Delhi.

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First Year - Semester – I

Course Title	Major Core-2 - Socio-Political and Cultural History of India under Delhi Sultanate
Total Hours	90
Hours/Week	6
Code	P17HI1MCT02
Course Type	Theory
Credits	4
Marks	100

General Objectives: To provide knowledge on the cultural contribution of Muslim rulers, to encourage students to undertake research in the unexplored areas of medieval history and to impart the moral values given by the Bhakti Saints

Course Objectives

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the various concepts and ideas in ancient and medieval India, Turkish Conquest, Battles of Tarain and Rajput Society
CO-2	Remember the establishment of Delhi Sultanate in India , Slave ,Khilji and Tughluq dynasty and their conquests and consolidation
CO-3	Evaluate the features of administration and the rule of Ala-ud-din Khilji's control of the market system and Disintegration of Delhi sultanate in India
CO-4	Analyse the Cultural Development from 13th to 15th Century in India and Religious Beliefs, the Sufi Movement and the Chishti and Suharwardi Silsilahs
CO-5	Remember Tughlaq Dynasty: Muhammad Tughlaq and Firoz Tughlaq - Sayyid brothers and Lodi Dynasty - Disintegration of Delhi Sultanate.
CO-6	Understand the rise of Bhakti Movement , The Vaishnavite Movement -,Arabic and Persian Literature , Regional Languages and Fine Arts.
CO-7	Analyze the administrative principles in Delhi Sultanate and the impact of Muslim rule in India
CO-8	Evaluate the Economic and social Life . condition of Peasants , Merchants Currency System , and Life of Slaves and Artisans - Caste System –

Unit I

19Hrs

Concepts and Ideas of Medieval History

Concepts and Ideas of Medieval History: Dravida, Nagara, Vesara, Bodhisattva, Tirthankara, Alvara, Nayanars, Sreni, Kara, Vishti, Stridhana, Agraharas, Khilafat, Sulah-i-kul, Maharashtra Dharma, Chahalghani, Watan, Baluta,Iqta, Jizyah, Madad-i-maash, Amaram, Raya-Rekho, Jangama.Chauth, Hundi, Sarraf, Polygars, Jagir, Dastur, Mansab, Deshmukh, Nadu, Pargana,

Bengal Vaishnavism, Shahna-i-Mandi, Mercantilism. Tripartite Struggle - The Turkish Conquest - Battles of Tarain, Turkish Conquest on Doab Valley - Rajput Society and Culture - contribution towards architecture.

Extra Reading /Key words : Prithiviraj , Gazini,mercantilism,guild system,diwan-i-kohi,wazir

Unit II

17Hrs

Mamluk Sultans

The Mamluk Sultans: Qutbuddin Aibak - Iltumish; Conquests and Consolidation - Raziya; Struggle against Chahalgani – Balban - The role of ‘forty’ and his Administration - The Mongols threat to India - Art and Architectural development under Sultans: Quawat-ul-Islam, QutabMinar, Arhai Din ka Jhonpra.

Extra Reading/ Keywords :*Delhi and Gujarat styles,provincial style,end of Chahalgani,khizirabad,mubharakabad*

Unit III

19 Hrs

Khalji Dynasty

The Khalji Dynasty: Jalaluddin Khalji - Alauddin Khalji - Market Control and Agrarian Policy - Malik Kafur -Tughlaq Dynasty: Muhammad Tughlaq and Firoz Tughlaq - Sayyid brothers and Lodi Dynasty - Disintegration of Delhi Sultanate.

Extra Reading /Key words : *Diwan-I Kohi, Timur Invasion ,south expeditions of Malik kafur,copper currency system*

Unit IV

17Hrs

Cultural Development from 13th to 15th Century

Cultural Development from 13th to 15th Century: Architecture - Religious Beliefs: The Sufi Movement - The Chishti and Suharwardi Silsilahs - Tughlaq Dynasty: Muhammad Tughlaq and Firoz Tughlaq - Sayyid brothers and Lodi Dynasty - Disintegration of Delhi Sultanate.

Extra Reading/ Keywords :*Kabir, Chaitanya, Gurunanak,music,paintings*

Unit V 19Hrs

Administration

Administration: Central and Local - Economic and social Life - Peasants - Merchants - Currency System -Life of Slaves and Artisans - Caste System - Social Manners - Customs - Religious Condition - Impact of Muslim Rule on Indian Society.

Extra Reading / Keywords :*Culture, Religion, Indo-Saracenic art, treatment of Hindus*

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Relate the concepts and ideas in ancient to medieval history and discuss the Turkish Conquest, Battles of Tarain and Rajput Society	PSO 3	U
CO-2	Describe the establishment of Delhi Sultanate in India , Slave ,Khilji and Tughluq dynasty and their conquests and consolidation	PSO 3	R
CO-3	Evaluate the features of administration and the rule of Ala-	PSO 4	E

	ud–din Khilji’s control of the market system and Disintegration of Delhi sultanate in India		
CO-4	Analyse the Cultural Development from 13th to 15th Century in India and Religious Beliefs, the Sufi Movement and the Chishti and Suharwardi Silsilahs	PSO 3	An
CO-5	Explain the rise of Bhakti Movement , The Vaishnavite Movement ..Arabic and Persian Literature , Regional Languages and Fine Arts.	PSO 3	U
CO-6	Explain the rise of Bhakti Movement, The Vaishnavite Movement and Regional Languages and Fine Arts.	PSO-2	U
CO-7	Examine the administrative principles in Delhi Sultanate and the impact of Muslim rule in India	PSO 4	An
CO-8	Evaluate the Economic and social Life .Merchants Currency System – and Life of Slaves and Artisans	PSO 3	E
CO-9	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE

- 1.Satish Chandra (1984), *History of Medieval India*, Mac Millan, New Delhi,
- 2.Srivastava and Majumdar, (1990), *History of Medieval India*, New Delhi. 3,
- 3.Basham. A. L (Ed.), (2001), *A Cultural History of India*, OUP, New Delhi.
- 4.Robert Sewell, (2001), *A Forgotten Empire*, New Delhi.
5. Mehta. J.L., (2002),*An Advanced Study in the History of Medieval India* (3 Vols), Sterling Publication, New Delhi.
6. Vincent A. Smith, (2002), *The Oxford History of India*, OUP, New Delhi.
- 7.Majumdar.R.C., (2002),*An Advanced History of India*, Mac Millan, New Delhi.
- 8.Khurana.K.L., (2007), *Medieval India*, Lakshmi Narayan Agarwal,

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First Year - Semester – I

Course Title	MAJOR CORE-3 SOCIO-CULTURAL HISTORY OF TAMIL NADU FROM 1800 TO 2000 C. E.
Total Hours	90
Hours/Week	6 Hrs Wk
Code	P17HI1MCT03
Course Type	Theory
Credits	4
Marks	100

General Objectives:

To analyze the relevance of socio-religious movements of 19th century in the context of today and evaluate the Dravidian movement and the growth of Tamil consciousness

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the socio-religious reform movements of the 19 th century and the role of missionaries.
CO-2	Analyse the contribution of women reformers such as Muthulakshmi Reddy, Dharmambal and Arundale
CO-3	Understand the factors leading to the growth of Dravidian movement and the contribution of Dravidian parties
CO-4	Evaluate the condition of Tamil Nadu under the rule of Congress Chief Ministers like Rajaji, Kamaraj and Bhakthavatsalam.
CO-5	Analyze the factors led to the emergence of various social movements such as Upper Garment Movement, Temple Entry Movement, Anti Hindi Movement and Dalit Movement
CO-6	Evaluate the growth of education, literature, health and fine arts in the 20 th century

Unit I Reforming Tamilnadu

20Hrs

Social and Cultural Background of Tamil Nadu on the eve of 19th Century - The Socio Religious Reform Movements in the 19th Century: The role of Missionaries and their contributions - Vaikunda Swamigal - Ramalinga Adigal - Theosophical Society - Women Reformers: Muthulakshmi Reddy, Dharmambal and Arundale - The impact of the British Rule on Society and Culture.

Extra Reading /Key Words: Superstitions, Social Evils

Unit II Dravidian Movements

18Hrs

Factors leading to the growth of Dravidian Movement - South Indian Liberal Federation - Justice Party – Self-Respect Movement - Dravida Kazhagam : Periyar EVR., - Annadurai - Socio-Cultural contributions of Dravidian Parties.

Extra Reading /Key Words:Anti-Brahmanism, Dravidianism, Anti-Casteism

Unit III Congress Governments

16Hrs

Tamil Nadu under Congress Rule: Rajaji and his policies, Kamaraj: Rural Education, Noon-Meal Scheme, Industrialization and Irrigation - Bakthavatchalam.

Extra Reading /Key Words:Anti-Hindi Agitation, Dravidian Movement

Unit IV Social Movements

18Hrs

Upper Garment Movement - Temple Entry Movement- Pure Tamil Movement: Maraimalai Adigal and Thiru. Vi. Ka. - Anti Hindi Agitation Movement-Subaltern Movement: Ayothidasa Pandithar - Dalit Movement - Works of Singaravelar.

Extra Reading /Key Words: Social Inequality,Caste System, Untouchability

Unit V Cultural Tamilnadu

18Hrs

Revival of Tamil Literature: Thaninayagam Adigal - Growth of Education and Health - Growth of Fine-Arts: Influence of Tamil Cinema on Society - Festivals: Pongal, Chitrai Thiruvizha, Masi Thiruvizha, Aadi Perukku, Karthigai Deepam, Margazhi Thirunal and Masana Kollai.

Extra Reading /Key Words: Tamil Revivalism, Renaissance, Rebirth, Folklore

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Appreciate the contribution of Ramalinga Adigal and Vaikundasamigal to the eradication of social evils.	PSO 3	U
CO-2	Explain and appreciate the contribution of women social reformers to the empowerment of women.	PSO 3	An
CO-3	Explain the emergence of Dravidian movement and the social political and cultural contribution of Dravidian parties to the Tamils.	PSO 3	An
CO-4	Asses the schemes and reforms of Congress party during their rule in Tamil Nadu.	PSO 4	E
CO-5	Examine the emergence of various social movements against the social evils prevailed in Tamil Nadu.	PSO 3	An
CO-6	Estimate the revival of literature, growth of education and fine arts under eminent personalities.	PSO 7	E
CO-7	To make the students to face the competitive examinations	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE

- 1.Arockiasamy, (1958), *History of Tamil Nadu*, Kudal Publications, Madras.
- 2.Irschic, Eugene, F, (1969), *Politics and Social Conflict in South India: The Non – Brahmin Movement and Tamil Separation 1916 – 1929*.
- 3.Arnold David, (1980), *The Congress in Tamil Nadu Nationalist Politics in South India*, Koodal Publications, Madras.
4. Nambi Aroran, (1980), T, *Tamil Renaissance and Dravidian Nationalism*, Kudal Publications, Madras.

5. Subramanian, T, (1985), *Social and Cultural History of Tamil Nadu*, Madras.
6. Rajayyan K., (1989), *History of Tamil Nadu*, Ratna Publications, Trivandrum.
7. Devanesan, (1990), *History of Tamil Nadu*, Benu Publications, Madurai.
8. Chellam, VT, (1995), *History of Tamil Nadu*, Kudal Publications, Madras.
9. Yesudhasan, V & Isaac Jayadhas, (2002), *History of Tamil Society and Culture Since 1336*, McL Roy Publications, Martandam.
10. Thangavelu, *Tamilaga Varalatra Varisai*, (2008), *Thamilaga Samooga Panpattu Varalaru* Amiltham Pathippagam, Chennai.
11. Baker, C. J & Washbrook, D. A, *South India Political Institution & Political Change*.

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First Year - Semester – I

Course Title	MAJOR CORE-4 HISTORY OF WORLD - I FROM 1453 TO 1815 C.E
Total Hours	75
Hours/Week	5 Hrs Wk
Code	P17HIIMCT04
Course Type	Theory
Credits	4
Marks	100

General Objective

To enable the students to understand the dawn of Modern Europe, Era of enlightenment and birth of Commercial world.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the word feudalism and the origin and decline of feudalism
CO-2	Analyze the causes for geographical discoveries and the impact of renaissance and reformation
CO-3	Evaluate the emergence of Industrial revolution and the rise of capitalism
CO-4	Understand the era of Enlightenment and the emergence of Nation States
CO-5	Analyze the features of Mercantilism
CO-6	Evaluate the policy of isolation in China and the theocracy in India
CO-7	Understand the Growth of Parliamentary Institutions in England and the origin of thirty years war
CO-8	Analyse the causes and results of French Revolution, role of Napoleon and the importance of Vienna Congress

Unit I: Dawn of Modern Europe

15Hrs

Medieval Society in Europe: Rise of Monasticism - Universities - Urban Centres - Art and Architecture - Decline of Feudalism - Geographical Discoveries - Renaissance and Reformation in Europe- Industrial Revolution - Rise of Capitalism.

Extra Reading /Key words: *Monastic Orders, New sea routes*

Unit II Era of Enlightenment

15Hrs

Age of Enlightenment: France- Spain- Austria- Russia- Prussia- Emergence of Nation States

Extra Reading /Key words: *Other Nation States , Greece*

Unit IIIBirth of Commercial World

15Hrs

Commercial Revolution in Western Europe - Mercantilism - Theocracy in India - Policy of Isolation in China (Closed Door Policy)

Extra Reading /Key words: *Ideologies, Concepts*

Unit IV Anglo French Rivalry

15Hrs

Growth of Parliamentary Institutions in England - Thirty Years War - Significance in European History - Ascendancy of France.

Extra Reading /Key words: *Constitutions of the other Countries*

Unit V Dimensions of France

15Hrs

French Revolution- Significance in World History - Napoleonic Era (AD 1789 to AD 1815) - Vienna Congress (1815).

Extra Reading /Key words: *Finance system , Civil Wars*

Note: Extra Reading / Key Words are only for Internal Testing(Seminar/Assignments)

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the medieval society in Europe	PSO7	U
CO-2	Critically analyze the causes for geographical discoveries and the contribution of renaissance and reformation in world society	PSO7	An
CO-3	Categorize the causes and results of Industrial revolution and the characteristics of capitalism	PSO3	U
CO-4	Explain the age of Enlightenment and the emergence of Nation States	PSO7	U
CO-5	Critically Analyze the features of Mercantilism and its impact on the then world society	PSO 4	An
CO-6	Explain the closed door policy of China	PSO7	U
CO-7	Discuss the Growth of Parliamentary Institutions in England and the Anglo- French rivalry	PSO4	U, R
CO-8	Critically examine the causes and results of French Revolution, role of Napoleon and the importance of Vienna Congress	PSO4	An
CO-9	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE

1. Derbek Wood, (1970) *The Modern World*, Heinemann Educational Books Ltd., London
2. Fisher, H.A.L. (1976) *History of Europe*, Fantane Classics.
3. Khurana.K.L., (1997) *World History (AD1453-1966)*, Agra
4. Swain, J. E, (1997) *A History of World Civilisation*, Eurasia Publishing House (Pvt.) Ltd, New Delhi.
5. Arun Bhattacharya, (2001) *History of Europe(1453-1789)*, New Delhi.
6. Weech. W.N.(2001) *History of the World*, Odhamas Press
7. Cocking. D.C.(2004), *History of Europe*, Mangaldeep Publications, Jaipur.
8. Manoj Sharma, (2005) *History of World Civilization*, Anmol Publications P. Ltd., New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 onwards)
First Year - Semester – I

Course Title	Major Core:5- Human Rights
Total Hours	75
Hours/Week	5 Hrs Wk
Code	P17HI1MCT05
Course Type	Theory
Credits	4
Marks	100

General Objective:

To understand the value of human rights and to study various theories and mechanism of human rights

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the meaning and historical development of human rights.
CO-2	Remember the role of UNO in safeguarding the human rights and the various Declarations that were signed for the promotion and protection of Human Rights.
CO-3	Analyze the constitutional provisions in India for human rights violations and penalties associated with it summoned by the various national commissions in India
CO-4	Create awareness on Rights against discrimination, inequality and exploitation in a Rights based approach.
CO-5	Analyze the positive affirmation and fast track justice mechanism for the protection of human rights.
CO-6	Investigate the various cases Of violation and the justice dispensing through Speedy trial and Legal Aid systems.
CO-7	Evaluate the contemporary issues in Human rights with particular reference to women and child rights and the rights of the vulnerable groups,
CO-8	Understand the need to protect and preserve the vulnerable groups and the impact of state machinery in the violation.

UNIT I

Historical Developments of Human Rights

16Hrs

Definition of Human Rights- Theories on Human Rights- Historical Development of Human Rights- Nation Law and Nation Rights in ancient, medieval and modern periods
Extra Reading/ Keywords: Natural Theory of law, Hammurabhi code & Magna Carta, Treaty based mechanisms

UNIT II**14Hrs****Human Rights Mechanisms**

The emergence of Human Rights on to the world stage- Human Rights and the U.N.O- Universal Declaration of Human Rights- International Covenant on Civil and Political Right-, International Covenant on Economic, Social and Cultural Rights- U.N. Human Rights Commission.

Extra Reading/Keywords :Optional protocols to ICCPR,III generation Rights

UNIT III**India and Human Rights****16Hrs**

India and Human Rights: Constitutional provisions- Evolution of Fundamental Rights during Freedom Struggle-Nature of Fundamental Rights-Directive Principles of State Policy-National Human Rights Commission- Main recommendations of the National Human Rights Commission -State Human Rights Commission

Extra Reading / Keywords: Secularism, Equality & legal aids

UNIT- IV**14Hrs****Right against Discrimination**

Right against Discrimination -Right to Affirmative Action- Right to Life: Livelihood, Health, Education, Privacy, Legal aid, Speedy trial, -Prevention of Sexual harassment at workplace

Extra Reading /Keywords :Sustainability, Malnutrition & Women Commissions

UNIT-V**15Hrs****Contemporary Human Rights Issues**

Contemporary Human Rights Issues: Women's rights- children's rights- bonded labour- refugees- capital punishment- Status of Dalits and Tribals in Contemporary Indian Society

Extra Reading /Keywords :Atrocities ,Death penalty &legal issues.

Course Outcomes:**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the meaning and definitions of Human Rights and analyze the various theories in human rights.	PSO 4	U
CO-2	Identify the violations human rights and its remedies through charter based and treaty based mechanisms in human rights.	PSO 4,5	U
CO-3	Examine the Constitutional provisions in India and identify the various commissions in India.	PSO 4	A
CO-4	Classify the various women's rights and relate the role of legal aid for women.	PSO 4	Ap
CO-5	Examine the contemporary human rights issues in India and the status of dalits and women in the contemporary society.	PSO 3	A
CO-6	Analyse the positive affirmation and fast track justice mechanism for the protection of human rights	PSO3,4	A
CO-7	Estimate the various cases Of violation and the justice dispensing through Speedy trial and Legal Aid systems.	PSO4	E
CO-8	Explain the contemporary issues in Human rights with particular reference to women and child rights and the rights of the vulnerable groups and understand the need to protect and preserve the vulnerable groups and the impact of state machinery in the violation	PSO4	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

Books for Reference

1. Maurice Carnston, 1973, What are Human Rights?, The Bodley Head Ltd, London.
2. Lovis Henkin, 1978, The Rights of Man today. Stevens & Sons, London
3. Edward James Schuster, 1981, Human Rights Today : Evolution or Revolution, 4 V.R. Krishna Iyer, 1984, Human Rights And Law. Vedpal Law House, Indore
5. Jack Donnelly, 1985, The Concept of Human Rights. Croom Helm, London.
6. J.A. Andrews, and W.D. Hines, 1987, International Protection of Human Rights. Mansell Publishing Ltd. London.
7. A.R. Desai, (ed.), 1986, Violations of Democratic Rights in India, Popular Prakashan, Bombay.
8. M. Rama Jois, 1997, Human Rights and Indian Values. NETE, Delhi.
9. R.S. Pathak, (ed.), 1988, Human Rights in the Changing World, International Law Association, New Delhi.
10. C.J. Nimal, (ed.), 1999, Human Rights in India : Historical, Social and Political Perspectives, Oxford University Press, New Delhi.
11. Amartya Sen., 1999, Development As Freedom, Oxford University Press, New Delhi.
12. Sivagami Paramasivam, 2000, Studies in Human Rights, Salem.
13. Subbian, 2000, A Human Rights Systems, New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 onwards)
First Year - Semester – II

Course Title	Major core-6 - Socio-Political and Cultural History of India under Mughals
Total Hours	75
Hours/Week	5
Code	P17HI1MCT06
Course Type	Theory
Credits	4
Marks	100

General Objectives: To examine the main sources political, social, and religious institutions and processes in the Mughal Empire and their role in shaping state and society.

Course Objectives

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the sources, Babur conquests and Humayun's Tussle with Sher Khan of Mughal rule in Indian History
CO-2	Remember the administrative policies of Sher Shah and the impact of annexation under Mughal rule
CO-3	Understand the strata of society and the policies regarding trade and commerce under the Mughals.
CO-4	Analyse the cultural and religious developments through the Art and Architecture of the Mughals
CO-5	Understand the various religious beliefs, policies and developments in music, dances in India under Mughals
CO-6	Analyse the art, paintings and literature development under Mughals
CO-7	Analyse the growth of Bhaktimovements ,Saivites and Vishnavites in Mughals period.
CO-8	Evaluate the religious policies of Akbar and Aurangzeb

Unit-I: Sources

15Hrs

Tuzuk-i-Babri - Aini-Akbari - Akbar Nama – Badshah nama - Tuzuk-i-Jahangiri - Central Asia and Babur - Conquest of India - Significance - Humayun's Tussle with Sher Khan - Sur Empire - Sher Shah and his Administration.

Extra Reading/Key Words: *The Man and the Myth, Writing the Mughal World: Studies on Culture and Politics*

Unit- II : Age of Akbar

15Hrs

Contest with the Nobility - Administration - Mansabdari System - Rise of Malik Ambar - Jahangir - Nur Jahan - Shah Jahan's Rebellion - Mahabat Khan - Question of Qandahar - Balkh

Campaign of Shah Jahan. - Aurangzeb - Rise and fall of Marathas - Jats, Afghans and Sikhs Revolts - Decline of the Mughals.

Extra Reading/(Key Words): *Mughal aristocracy, Dynastic models, suppression tactics*

Unit-III: Social System

15Hrs

Society The Ruling Classes - The Middle Strata - Condition of Peasants and Artisans- Status of Women - Rajput Policy - Policy of Integration - Akbar and the Uzbeks - Trade and Commerce - Currency System - Impact of the Mughal Rule on Indian History.

Extra Reading/Key Words: *Divine Status, Umara, marginalisation, economic impoverishment*

Unit-IV Fine Arts and Literature

15Hrs

Literature - Art and Architecture: Paintings - Music - Agra Fort, Fatehpur Sikri, Humayun Tomb - Red Fort - Shah Jahan Badh - Jamma Masjid - Taj Mahal.

Extra Reading/Key Words: *, Pietra Dura, Mausoleum, Lattice*

Unit-V: Religious Ideas and Beliefs

15Hrs

Bhakti: Saivites and Vishnavites and Sufi Movements - Akbar and Din-i-Ilahi - Aurangzeb's Religious Policy.

Extra Reading/Key Words: *Jihad, Jizya, matrimonial alliance, Hindu nationalism, Religious toleration*

Note: Extra Reading / Key Words are only for Internal Testing (Seminar/Assignments)

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recall the conquests of Mughal rule in Indian History.	PSO 2	R
CO-2	Evaluate the administrative policies and annexation strategy under Mughal rule.	PSO 4	E
CO-3	Distinguish the strata of society and the policies regarding trade and commerce under the Mughals.	PSO 3	U
CO-4	Describe the cultural and religious developments through the Art and Architecture of the Mughals	PSO 4	R
CO-5	Discuss the various religious beliefs, policies and developments in music, dances in India under Mughals	PSO 4	U
CO-6	Analyse the art, paintings and literature development under Mughals	PSO 2	An
CO-7	Compare and discuss the Bhakti: Saivites and Vishnavites in Mughals period.	PSO 3	An
CO-8	Evaluate the religious policies of Akbar and Aurangzeb	PSO 4	E
CO-9	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE

1. Satish Chandra, (1984) *Jagirdari Crisis*, Mac Millan, New Delhi
2. Basham. A. L. (Ed.), (2001) *A Cultural History of India*, OUP, New Delhi
3. Mehta J. L., (2002) *An Advanced Study in the History of Medieval India* (3 Vols), Sterling Publication, New Delhi
4. Vincent A. Smith. (2002), *The Oxford History of India*, New Delhi, OUP, New Delhi
5. Majumdar R. C., (2002) *An Advanced History of India*, Mac Millan, New Delhi

Holy Cross College(Autonomous),Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 onwards)
First Year - Semester – II

Course Title	MAJOR CORE-7 HISTORY OF WORLD - II FROM 1815 TO 1945 C.E
Total Hours	75
Hours/Week	5 Hrs Wk
Code	P17HI1MCT06
Course Type	Theory
Credits	4
Marks	100

General Objective:

To enable the students understand the different ideologies, Philosophies of the Western countries and Asian countries and examine the various revolutions.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the ideologies of Western Europe in 1815- 1914
CO-2	Evaluate the impact of socialist and Labour movements and contributions of Karl Marx
CO-3	Analyze the influence of Colonialism and Imperialism in Asia, Africa and Latin America and the modernization of Japan
CO-4	Understand the Unification of Italy and Germany
CO-5	Evaluate the causes and consequences of I world War and Russian Revolution
CO-6	Analyze the factors contributed for the rise of National movements in Indo-china and Indonesia
CO-7	Understand the Evolutionary Nationalism in Arab world, Egypt and China
CO-8	Evaluate the causes for Nazism and Fascism and the II World War

Unit I Liberalism and Democracy

15Hrs

Growth of Liberalism and Democracy in Western Europe (1815 – 1914) - Socialist and Labour Movements in Europe - Emergence of Marxism

Extra Reading /Key Words: *Das Capital, Lenin, Capitalism, Monroe Doctrine*

Unit II Colonialism and Imperialism

15Hrs

Colonialism and Imperialism in Asia, Africa and Latin America in the 19th and 20th Centuries - China and the Western Powers - Modernization of Japan and its emergence as a great power - The European powers and the Ottoman Empire (1815 – 1914)

Extra Reading /Key Words: *Closed Door Policy, Opium War, Fall of Constantinople*

Unit III Enlighten Movements**15Hrs**

Unification of Italy and Germany - World War I - Causes and Consequences - Russian Revolution of 1917 - League of Nations - Economic and Social Reconstruction in Soviet Union - Rise of National Movements in Indo-China and Indonesia.

Extra Reading /Key Words: *Bismarck, Russian Revolution, Nationalism*

Unit IV Evolutionary Nationalism**15Hrs**

Awakening in the Arab World - Rise of Egypt - Emergence of Modern Turkey under Mustafa Kamal Basha -Rise of Arab Nationalism – PLO - Communism in China - PRC and Role of Mao.

Extra Reading /Key Words; *Arab League, Caliphate,*

Unit V Modern World**15Hrs**

The Great Depression - Fascism in Italy - Nazism in Germany - USSR between the Wars - World War II -Causes and Consequences.

Extra Reading /Key Words: *Stock Market Crash, Policy of Aggression, Cold War*

Note: Extra Reading / Key Words are only for Internal Testing(Seminar/Assignments)

Course Outcomes:**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the growth of Liberalism and Democracy in Western Europe	PSO 7	U
CO-2	Critically Evaluate the impact of socialist and Labour Movements in Europe	PSO 4	E
CO-3	Critically Analyze the modernization of Japan and the fall of Constantinople	PSO 4	An
CO-4	Examine the role of Mazzini in the Unification of Italy and Bismark in the Unification of Germany	PSO 4	U
CO-5	State the progress of League of Nations and find the impacts of Russian Revolution of 1917	PSO 7	U
CO-6	Critically Analyze the factors contributed for the rise of National movements in Indo-china and Indonesia	PSO7	An
CO-7	Explain the role of Mustafa Kamal Basha in the emergence of Modern Turkey and the role of Mao in modernizing China	PSO7	U, R
CO-8	Critically evaluate the impact of Nazism and Fascism and the consequences of II World War	PSO4	E
CO-9	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE:

1. Grant, AJ,(1921) *Europe the story of last five centuries*, Longmans, New York.
2. Fisher, HAL, (1936) *History of Europe*, Fontaire Classics, London.
3. Grant and Temperly(1936), *History of Europe*, G. Bell & Son, London.
4. Cromwell. R.D.(1969), *World History in the 20th Century*, London
5. Hayes, CD, (1979) *Modern Europe*, Madras: S. Chand & Co., New Delhi.

6. Swain, J. E,(1997) *A History of World Civilisation*, Eurasia Publishing House (Pvt.) Ltd. New Delhi.
7. Weech. W.N.(2001) *History of the World*, Oldhams Press, New York.
8. Khurana.A.L.,(2007) *World History (1453-1966AD)*, Lakshmi Narayan Agarwal, Agra.

Holy Cross College (Autonomous), Tiruchirappalli
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(For candidates admitted from 2019 onwards)
First Year - Semester – II

Course Title	MAJOR CORE-8 FREEDOM STRUGGLE IN INDIA
Total Hours	75
Hours/Week	5
Code	P17HI12MCT08
Course Type	Theory
Credits	4
Marks	100

General Objectives: To Enable the students to understand the colonial hegemony in India.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the early Nationalism, Revolt of 1857, Formation of National Associations, Foundation of Indian National Congress.
CO-2	Analyse the Moderate Phase, Rise of Extremism ,Indian Council Act of 1909,Home Rule Movement ,Government of India Act of 1919.
CO-3	Evaluate the Gandhi Satyagraha, Khilafat Movement, Non- Cooperation Movement Chauri Chaura ,Civil Disobedience Movement (1930-1934).
CO-4	Understand the Revolutionary Movement and its Causes, Their Methods, Formation of Secret Societies in India and Abroad.
CO-5	Evaluate the Socialist and Communalist Trends, Communal Strands,Hindu Mahasabha and Muslim League and their contributions in National Movement.
CO-6	Analyse the pluralistic aspects of freedom movement of Hindus,Muslims ,Christians ,Dalit, Women and Adivasi Groups.
CO-7	Understand the Quit India Movement (1942),Subash Chandra Bose and INA, RIN Mutiny ,Towards Transfer of Power.
CO-8	Analyse the Constituent Assembly 1946, June Third Plan 1947, The Independence Act 1947.

Unit – 1: Indian Nationalism

(12hrs)

Early Nationalism - Revolt of 1857 - Formation of National Associations - Foundation of Indian National Congress - Moderate Phase - Rise of Extremism - Indian Council Act of 1909 - Home Rule Movement - Government of India Act of 1919.

Extra Reading /Key words: Theosophical Society, Margret Cousins

Unit – 2: Emergence of Gandhi

(10hrs)

Satyagraha - Khilafat Movement- Non- Cooperation Movement - Violence at Chauri Chaura - Civil Disobedience Movement (1930-1934).

Extra Reading /Key words: Harilal Gandhi, Kheda Satyagraha

Unit – 3: Other strands in Nationalism

(10hrs)

Revolutionary Movement – Causes- Their Methods- Formation of Secret Societies in India and Abroad- Socialist and Communalist Trends- Communal Strands: Hindu Mahasabha and Muslim

League.

Extra Reading / Key words: Conservative Movement, Victor Paz Estenssoro, Herman Siles

Unit – 4: Pluralistic Aspects of Freedom Movement (10hrs)

Hindus - Muslims - Christians - Dalit - Women and Adivasi Groups.

Extra Reading /Key words: Multiculturalism, Diversity

Unit – 5: Threshold of Independence (12hrs)

Quit India Movement (1942)- Subash Chandra Bose and INA - RIN Mutiny - Towards Transfer of Power - Constituent Assembly 1946 - June Third Plan 1947 - The Independence Act 1947.

Extra Reading /Key words: August Kranti Maiden, Begum Rokeya

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the early Nationalism, Revolt of 1857, Causes, Courses and results and the Formation of National Associations, Foundation of Indian National Congress.	PSO:3	U
CO-2	Examine the Moderate Phase, Rise of Extremism, Indian Council Act of 1909, Home Rule Movement and its impact in tamilnadu. Government of India Act of 1919.	PSO:2	A
CO-3	Estimate the Gandhi Satyagraha, Khilafat Movement, Non-Cooperation Movement Chauri Chaura, Civil Disobedience Movement (1930-1934) and its role to freedom movement.		E
CO-4	Discuss the Revolutionary Movement and its Causes, Their Methods, Formation of Secret Societies in India and Abroad.	PSO:1	U
CO-5	Criticize the Socialist and Communalist Trends, Communal Strands, Hindu Mahasabha and Muslim League and their contributions in National Movement.	PSO:2	E
CO-6	Investigate the pluralistic aspects of Hindus, Muslims, Christians, Dalit, Women and Adivasi Groups and their contributions to freedom movement	PSO:3	A
CO-7	Distinguish the Quit India Movement (1942) of Gandhi and RIN Mutiny of Subash Chandra Bose.	PSO:3	U
CO-8	Examine the Constituent Assembly 1946, June Third Plan 1947, The Independence Act 1947.	PSO:2	A
CO-9	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

9. PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply;

10. An – Analyse; E- Evaluate; C – Creat

BOOK FOR REFERENCE

1. Chopra G.S., (1980) *Advanced Study in the History of Modern India*, Vol, III 1920-1947. New Delhi.
2. Tara Chand, (1983) *History of the Freedom Movement in India*, Vol. II, New Delhi.
3. Bipan Chandra, (1984) *Communalism in Modern India*, Vikas Publishing House, New Delhi.

4. Bipan Chandra, (1989) *India's Struggle for Independence*, Penguin Books, New Delhi.
5. Chopra P.N., (1992) *Quit India Movement*, Publication Division, New Delhi.
6. Grover B.L. & S. Grover. (1996) *A New Look at Modern Indian History*, S. Chand & Company, New Delhi.
7. Gandhi M. K., (2004) *My Experiments with Truth*, Navajivan, Adhmedabad.

Holy Cross College (Autonomous), Tiruchirappalli
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(For candidates admitted from 2019 onwards)
First Year - Semester – II

Course Title	Major core-9 Economic History of Modern India
Total Hours	75
Hours/Week	5 Hrs Wk
Code	P17HI12MCT09
Course Type	Theory
Credits	4
Marks	100

General Objectives:

To enable the student to understand and analyze the origin, growth, transition of various economic systems in India in order to achieve economic stability.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the economic and social changes with relation to agriculture, policies And impact in the historical context.
CO-2	Analyze the growth of Industries and revenue settlements with relation to the ideologies of political leaders during colonialism.
CO-3	Evaluate the transition and growth of industries giving rise to the capitalist class.
CO-4	Analyses the various stages of colonialism and its impact on the national economic development of India.
CO-5	Evaluate the stages of Industrialization and contributions of industries to national development.
CO-6	Understand the role of industrialization on World War and the causes related to its widespread in the history of mankind.
CO-7	Understand the differences between internal and external trading and implementation of monetary and fiscal economic policies in India.
CO-8	Analyze various transportation facilities that brought about the development and growth of the economy.

Unit I: Agriculture

15Hrs

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

Extra Reading/(Key Words):Agrarian Revolution, Planning commission, World Bank policy

Unit II: Industries

15Hrs

Revenue Settlements: Zamindari, Ryotwari and Mahalwari Settlements Nationalist Critique: Dadabhai Naoroji – M.G. Ranade – R.C. Dutt – Mahatma Gandhi – National Industries – Stages of Colonialism

Extra Reading/(Key Words):Nationalist movement, feudal system, Amartya Sen

Unit III: Trade, Finance and Banking**15Hrs**

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

Extra Reading/(Key Words): Industrial Revolution, Consumerism, Infrastructure & Production Policy

Unit IV: Development and Growth of Cities**15Hrs**

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

Extra Reading/(Key Words): Trade Policy, FDI, Capital Formation

Unit V: Revenue Settlements and Discourse on Colonial Economy**15Hrs**

Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports

Extra Reading/(Key Words): Barometer of progress, urbanization, welfare state

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the condition of agriculture during the 19 th century and the role of commercialization of agriculture in post independent India.	PSO-3	U
CO-2	Examine the causes and effects of Agrarian Revolution and compares the impact of revenue settlements in accordance to the various ideologies of political leaders.	PSO-3	A
CO-3	Estimate the contribution of the nationalist movement for the cause of development of capitalist class	PSO-1	E
CO-4	Categorize the various stages of colonialism and the effect on the fiscal and economic policy and income and expenditure patterns due to colonial hegemony.	PSO-7	A
CO-5	Estimate the need for industrialization, growth of micro, small and large scale industries in nation-building and GDP of the country,	PSO-3	E
CO-6	Discuss the impact of World War and Industrialization categorization of industries in order to support the war engaging countries and the depletion of resources due to increase of production of weapons of war.	PSO-3	U
CO-7	Recall the need for trading and cite its benefits leading to capital formation	PSO-1,3	U
CO-8	Evaluates the methods of transportation leading to urbanization	PSO-7	A
CO-9	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

Books for Reference

- 1 Dharma Kumar and T.RayChaudhuri,ed(1982), *The Cambridge Economic History of India*, Vol II, 1757-1970) Orient Longman & Cambridge Univ. Press, Hyderabad
- 2..Gill.K.S.(1978), *Evolution of the Indian Economy*, NCERT, New Delhi,
3. Dutt.R.C(1989)., *History of Economic India*, VOL. 1&2, New Delhi, Pubication Division
- 4.Tirthankar Roy(2000), *The Economic History ofIndia*,1857-1947,OUP, Madras,
- 5..S.N.Pandey(2008)., *Economic History of Modern India* 1757-1947,Readworthy Publications Pvt.Ltd
6. Dietmar Rothermund(2013)., *An Economic History of India from pre-colonial times to 1991*, Cambridge Publishing House

Holy Cross College (Autonomous), Tiruchirappalli
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First Year - Semester – II

Course Title	NME -1 Gender Rights
Total Hours	75
Hours/Week	5 Hrs Wk
Code	P17HI2NMT01
Course Type	Theory
Credits	5
Marks	100

General Objectives:

To enable the students in comprehending the concept of gender and interpret the various constitutional and legal rights in India and relating them to the various available enforcement mechanisms at national and international level.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the meaning of gender, feminism and human rights of women.
CO-2	Analyze the rights of women with relation to Constitutional framework of rights.
CO-3	Evaluate the laws of marriage between various religious denominations
CO-4	Remembers the Indian criminal laws and rights relating to women and its available sections of penal code.
CO-5	Evaluate the basic human rights and the violations associated with battering, kidnapping, abduction and sexual violence in relation to Code of Civil Procedure and Criminal Law.
CO-6	Understand the mechanisms and legal services available, the powers and functions of these mechanisms for jurisprudence

Unit: I

Definition of Gender

15Hrs

Introduction to concepts like Equality, Rights Sexuality, Non-discrimination, Liberal Feminism
 Evolutions of women's rights from civil rights to political rights, Women's rights are human rights

Extra Reading/(Key Words): Stereotyping ,orientation, social and cultural differences

Unit: II

The Constitution of India

15Hrs

The Preamble, Fundamental Rights and Directive Principles and State Policy - Right of women - Remedies under the Constitution

Extra Reading/(Key Words):Litigation, Writs, Justiciable and non justiciable rights

Unit: III Legal Rights of Women 15Hrs

Laws relating to marriage in India with reference to Hindu, Muslim and Christian women - Dowry Laws-Laws relating to eve teasing in Tamilnadu- Introduction to CEDAW- UN Declaration on violence against women

Extra Reading/ (Key Words):Reservation, Personal Law, Uniform Civil Code,

Unit: IV Women and Human Rights

15Hrs

Women and Criminal Law with specific reference to Arrest of women – Rights of women in police custody – Battering, kidnapping, abduction and sexual violence against women

Extra Reading/(Key Words):Gender Equality, Indian Penal Code, Criminal Procedure Code

Unit: V Enforcement mechanisms

15Hrs

Introduction to the Police, Executive and Judiciary – Women police in Tamilnadu and women police stations – Introduction to the Legal Services Authority – Understanding the powers and functioning of Family Courts – Concept of Mahila Courts in Tamilnadu .

Extra Reading(Key Words):Alternate Redressal Mechanism, Prosecution, Discriminatory Laws, Incidence Reports

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the structure and roles allocated to men and women, the stereotypical internalization and availability of women rights at global and national levels.	PSO-4	U
CO-2	Examines the fundamental rights and duties and remedial rights for women.	PSO-2	A
CO-3	Criticize the Personal laws, eve teasing laws and forms of violation against women.	PSO-	E
CO-4	Critically analyze the human rights of women and rights on being arrested.	PSO-7	U
CO-5	Estimate the human rights violations committed and criticize the available laws which address the violation from a legal perspective.	PSO-5	E
CO-6	Discuss on the redressal mechanisms available for enforcement of law and legal rights of women on being violated	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

Books for Reference

1. Diwan paras, Diwan, (1994.), *Women and Legal protection*, New Delhi , Peeyushi, Deep & Deep Publication,
2. Evans Mary(Ed), (1994)*The women question*, New Delhi, Sage publications,
3. Diwan paras, Diwan, . (1995), *Dowry & protection to married women*, New Delhi, Deep & Deep Publications
4. Mallich Rose(1998) *Development, Ethnicity and Human Rights in South Asia*, London, Sage publications,
5. Murlidhar C. Bhandare(2010), *The World of Gender Justice* ,Har-anand Publication Pvt. Ltd
6. Stevi Jackson and Sue Scott(2015), *Gender: A Sociological Reader* Routledge Chapman & Hall Publicatio

Holy Cross College (Autonomous), Tiruchirappalli
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2019 onwards) Second Year -
Semester – III

Course Title	MAJOR CORE 12 SELF STUDY PAPER INDIAN HISTORY FOR SET/NET EXAMS
Total Hours	
Hours/Week	
Code	P17HI3MCT12
Course Type	Theory
Credits	2
Marks	100

General Objective

To Enable the students to understand the Indian History topics for the NET/SET Exams

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the sources and civilization of Ancient History
CO-2	Analyze the maurya and its empire
CO-3	Analyze the maurya and its empire
CO-4	Remember the age establishment of Muslim rule in India
CO-5	Understand the British rule in India

UNIT-I

Ancient Indian

**History Sources &
Civilization**

Ancient Indian History Sources- Pre-history and Proto-history Man and Environment-geographical factors-Hunting and gathering (Paleolithic and Mesolithic). Beginning of agriculture (Neolithic and Chalcolithic)-Indus Valley Civilization-origin, date, extent, characteristics, decline, survival and significance- Period of Mahajanapadas- Formation of States (Mahajanapadas); Republics and Monarchies.

Extra Reading /Key words:Magadha and Nandas/ Tantrika sects, Jataka stories

UNIT-II

Maurya and its Empire

Maurya-Post-Mauryan Period (Indo-Greeks, Sakas, Kushanas, Western Kshatrapas)- Contact with outside world; growth of urban centres, economy, coinage, development of religions, Mahayana, social conditions, art and architecture, literature and science-Guptas and Vakatakas, Harsha, Administration, economic conditions, coinage of the Guptas, land grants, decline of urban centres, Indian feudalism, caste system, position of women, education and educational institutions-Nalanda, Vikramshila and Vallabhi.

Extra Reading /Key words: Brihadratha, The Science of Material Gain/ Pushyamitra

UNIT-III

Medieval Indian History

Sources

Archaeological, epigraphic and numismatic materials and monuments-Chronicles. Literary sources-Persian, Sanskrit and Regional languages-Archival materials. Foreign travellers'accounts-Administration under the Sultanate-civil, judicial, revenue, fiscal and military. Sher Shah's administrative reforms-Mughal administration-land revenue and other sources of income; Mansabdari and Jagirdari.

Extra Reading /Key words: Farid khan,Chausa/Giri Sumel

UNIT-IV

Establishment Muslim Rule in India

The Sultanate-the Ghorids, the Turks, the Khaljis, the Tughlaqs, the Sayyids and the Lodis. Foundation of the Mughal Empire-Babur, Humayun and the 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 the Bahmanis-rise, expansion and disintegration. The Maratha movement, the foundation of Swaraj by Shivaji; its expansion under the Peshwas; Maratha Confederacy-causes of decline.

Extra Reading /Key words:Chaughan ,Ulema/ Chisti sect, Bhakti-cult

UNIT-V

British Rule in India

Administration of the Company and Crown Evolution of central and provincial structure under the East India Company, 1773 – 1853-National Movement Rise of Indian nationalism, social and economic bases of nationalism. Revolt of 1857 and different social classes. Tribal and peasant movements-Ideologies and programs of the Indian National Congress-1885 – 1920-Trends in Swadeshi movement- Ideologies and programs of Indian revolutionaries in India and abroad-Gandhian Mass Movements. Ideology and program of the Justice Party. Left Wing Politics-Movement of the Depressed classes-Communal politics and genesis of Pakistan-Towards Independence and Partition.

Extra Reading /Key words: Baisakhi day, Saifuddin Kitchlew, Alexander Muddiman.

Note: Extra Reading / Key Words are only for Internal Testing(Seminar/Assignments)

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the sources ancient Indian History	PSO 2	U
CO-2	Discuss and Mauryan and its empire	PSO1	U
CO-3	Analyze the sources of Medieval India	PSO2	An
CO-4	Criticize the Muslim rule in India and its impact	PSO1	An
CO-5	Discuss the British Rule in India	PSO2	U

CO-6	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE

1. Smith Vincent, (1920) A., **History of India**, Oxford Publication , Oxford.
2. Sharma , (1921) **Ancient India**, Luzzac & co., Madras.
3. Panikkar,K.M., (1947) **A Survey of Indian History**, National Information Trust Pvt. Ltd,Mumbai.
4. Nilakanta Sastri, (1950) K.A, **An ComprehensiveHistory of India**, Art Press, Madras.
5. Basham, A.L, (1967) **The Wonder that was India**, Rup & Co, New Delhi.
6. Sathiyanaatha Iyer R.,(1974)**History of India Vol.I**,Viswanathan Publication Pvt Ltd, Chennai.
7. Kosambi, D.D,(1992)**The Culture and Civilization of Ancient**, Vikas Publishing, New Delhi, India.
8. Majumdar.R.C. (2002)*An Advanced History of India*, Mac Millan, New Delhi.
9. Upinder Singh (2018)*A History of Ancient and Early Medieval India*, Pearson India Education Services Pvt Ltd, New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli
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Second Year - Semester – III

Course Title	Major Core:10- Gender in Indian History
Total Hours	90
Hours/Week	6 Hrs Wk
Code	P17HI3MCT10
Course Type	Theory
Credits	5
Marks	100

General Objective:

To analyze and locate the status of women historically and also to understand consolidation and social construction of woman and her empowerment and development in the different phases of history in India under various traditions.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand values, traditions, practices and perspectives historically associated with various groups of women
CO-2	Analyze the historical, political, economic and cultural structures that have contributed to discriminatory or liberal practices regarding gender, sexuality, and intersecting systems of oppression
CO-3	Evaluate the social construction of gender roles and its associated women movements
CO-4	Understand the stereotypical forms of gender internalization and means for forward looking strategies.
CO-5	Analyze Gender questions in the social reform movements of the nineteenth century and the contributions of BrahmoSamaj, Arya Samaj, PrarthanaSamaj and Aligarh Movement
CO-6	Evaluate the laws related to women with reference to Personal laws, Labour Laws-need for Uniform Civil Code and awareness for Women's education
CO-7	Evaluates the various issues related with women and seeking redressal through law and implementing mechanisms.
CO-8	Analyze the development strategies for women at global levels and the various policy initiatives taken at international levels for the incorporation of women rights

Unit I: Introduction to Gender History 18Hrs

Gender as a category of Historical analysis (Invisibility of women in History) – Methodological and Theoretical Questions - Historical representation of women (literary, inscriptional and archaeological references) - Waves of feminism - Emergence of feminist history in India (Colonial, Nationalist, Marxist and recent trends.)

Extra Reading/Key Words: Personal is Political, Feminist Critique, Dual Role Theory, Socialization and Internalization.

Unit II: Culture as a Critical Site of Construction of Gender 17Hrs

Women in different religious traditions (Brahmanical Heretic tradition (Vedic and post-Vedic period), Buddhist, Jain, Christianity and Islam) - Women in the public sphere (rulers, patrons and livelihood earners) - Marginalized women (devadasi, courtesans and prostitutes)

Extra Reading/Key Words: Class Caste hierarchies, rationality, multiculturalism, gender patterns of religion.

Unit III: Women in Everyday Life – Women in Private Sphere 19Hrs

Gender relations in the household (The constructions of womanhood – marriage, family (*stridhana*) and caste; Thebhadramahila, sati, female honor, age of consent, widow remarriage, child marriage and purdah.) - Gender questions in the social reform movements of the nineteenth century (Brahmo Samaj, Arya Samaj, Prarthana Samaj and Aligarh Movement) - Women and law - Personal laws, Labour Laws - Uniform Civil Code Women's education

Extra Reading/Key Words: Social welfare, Shariat law, Manu smriti, Equal Remuneration, Welfare Laws, Conjugal rights.

Unit IV: Women's Question in the Modern and Postmodern Era 18Hrs

Ishwar Vidhya Sagar, Swami Vivekananda, Swami Dayan Saraswati, Jyotirao and Savitribai Phule – Tarabhai Shinde and its Ramabhai Dr. Muthulakshmi Reddy Mother Teresa - Women's Questions (E.V. Ramasami and women) – The emergence of women's organizations - Women in Indian National Movement

Extra Reading/Key Words: social inequalities, patriarchal monopoly, social rights, legal and reformist movement

Unit-V: Women and Development-Forward Looking Strategies 18Hrs

Women's Development and International Interventions a) International Women's Decade b) Plan of Action – Mexico-1975 c) Program of Action- Copenhagen - 1980 d) Forward looking strategies – Nairobi - 1985 e) Platform for Action- Beijing-1995 f) Millennium Development Goals

Extra Reading/Key Words: Equality, Peace, Poverty eradication, Gender Equity, Governance

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand the various traditional and historical perspectives in conceptual form of gender.	PSO 1,7	U
CO-2	Analyze the structures that have contributed to discrimination and oppression of women.	PSO 4	A
CO-3	Evaluate the social construction of gender roles and division of gender internalization	PSO 1,4	E

CO-4	Understand the various women's movements towards forward looking strategies	PSO 4	U
CO-5	Recall various women's issues and forms of mechanisms and remedies available to women.	PSO 4	U
CO-6	Evaluate the laws related to women with reference to Personal laws, Labour Laws- need for Uniform Civil Code and awareness for Women's education	PSO	E
CO-7	Evaluates the various issues related with women and seeking redressal through law and implementing mechanisms	PSO7	E
CO-8	Analyze the development strategies for women at global levels and the various policy initiatives taken at international levels for the incorporation of women rights.	PSO1	A

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

Books for Reference

1. Engels, Frederick (1909) *The Origin of the Family: Private Property and the State*. Chicago: Charles H. Keer and Company.
2. Lerner, Gerda (1986)., *The Creation of Patriarchy*. New York: Oxford University Press,
3. Sangari, Kumkum and Sudesh Vaid. Ed.(1989) *Recasting Women: Essays in Colonial History*. New Delhi: Kali for Women
4. Foucault, Michel (1990)., *The History of Sexuality: An Introduction*. Vol. 1. New York: Vintage Books,
5. Tharu, Susie J. and K. Lalita. Ed.(1993) *Women Writing in India 600 B.C. to the early 20th Century*. Delhi: Oxford University Press
6. Kumar, Radha (1993). *A History of Doing: An illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990*. New Delhi: Kali for Women,
7. Chowdhry, Prem, (1994)., *The Veiled Women: Shifting Gender Equations in Rural Haryana*. Delhi: Oxford University Press
8. Forbes, Geraldine. (1996)., *The Cambridge History of India: Women in India*. Vol. IV. Cambridge: Cambridge University Press, (Rpt. 2004).
9. Nair, Janaki. (1996)., *Women and Law in Colonial India: A Social History*. New Delhi: Kali for Women,
10. Sinha, Mrinalini (1997)., *Colonial Masculinity: The 'Manly' Englishman and the 'Effeminate' Bengali*, Kali for Women, New Delhi,
11. Chakravarty, Uma. (1998)., *Rewriting History*. New Delhi: Kali for Women,
12. Roy, Kumkum. Ed. (2001)., *Women in Early Indian Societies*. New Delhi: Sundeep Prakashan,
13. Rege, Sharmila. (2003)., *Sociology of Gender: The Challenge of Feminist Sociological Knowledge*. New Delhi: Sage
14. Morgan, Sue. Ed (2006) ., *The Feminist History Reader*. London: Routledge
15. Ramasami, Periyar. E.V (2009)., *Women Enslaved* New Delhi: Critical Quest.

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Second Year - Semester – III

Course Title	MAJOR CORE-11 CONSTITUTIONAL HISTORY OF INDIA
Total Hours	90
Hours/Week	6 Hrs Wk
Code	P17HI3MCT11
Course Type	Theory
Credits	5
Marks	100

Course Objectives

To know historical background of constitution, features and to understand the political scenario behind the origin of the constitution

Course Objectives

The learner will be able to

CO No.	Course Objectives
CO-1	Remember the constitutional development under the Regulating Act and Charter Acts
CO-2	Analyze the evolution of Representative Governance under the Government of India acts and Indian Council Act of 1861
CO-3	Understand the Local Self Government of Ripon and Various Commissions during Curzon's Police Commission, Education Commission and Decentralization Commission of 1808.
CO-4	Remember the Formation of Indian National Congress, Indian Council Act of 1892, and The Indian Council Act of 1909
CO-5	Evaluate methods of the making of responsive governance under The Government of India Act of 1919, The Round Table Conference, and The Government of India Act of 1935 and main Provisions,
CO-6	Understand the Towards Freedom: August Offer of 1940, Cripps Mission of 1942. Wavell's Plan of 1945, cabinet Mission Plan of 1946,
CO-7	Analyze the Attlee's Declaration of 1947, Mountbatten's Plan, Mechanisms on the Partition and Debates on Federation States. The Indian Independence Act of 1947.
CO-8	Evaluate the Formation of the Constituent Assembly-Its Debates and Deliberations, Promulgation of the Constitution.

Unit I 17Hrs

Constitutional Development During Company' Rule

Constitutional Development During Company' Rule: Brief Outline of the East India Company The Regulation Act of 1773, Pitts Acts of 1784, the Charter Acts of 1793, 1813, 1833

Extra Reading /Key Words : *factors ,merits & demerits, monopoly of East*

Unit II

19Hrs

Evolution of Representative Governance

Evolution of Representative Governance: Queen's Proclamation, government of Indian Act of 1858, Indian Council Act of 1861, Local Self Government Proposal of Mayo and Ripon, Various Commissions during Curzon's Viceroyalty 1. Police Commission 2 Education Commission Decentralization Commission of 1808. Brief Introduction to the Formation of Indian National Congress, Indian Council Act of 1892, Brief Introduction to the Formation of Muslim League The Indian Council Act of 1909

Extra Reading/Key Words :*Educational developments, role of muslim league, contribution of lord Ripon*

Unit III

17Hrs

Making Responsive Governance

Making Responsive Governance: The Government of India Act of 1919, Main Provisions, Simon Commission Nehru Report-Salient Features, Jinnah's Fourteen Points, The Round Table Conference, The Government of India Act of 1935, main Provisions, Formation of the Congress Government in Provinces

Extra Reading/Key Words :*Indian representation , diarchy,A.O.Hume, Bankim Chandra chatterjee*

Unit IV

19Hrs

Towards Freedom

Towards Freedom: August Offer of 1940, Cripps Mission of 1942. Wavell's Plan of 1945, cabinet Mission Plan of 1946, Attlee's Declaration of 1947, Mountbatten's Plan, Mechanisms on the Partition and Debates on Federation States. The Indian Independence Act of 1947.

Extra Reading/Key Words :*Cripps proposal & Gandhiji's role, partition of India, Boundary commission*

Unit V

17Hrs

Formation of the Constituent Assembly

Formation of the Constituent Assembly-Its Debates and Deliberations, Promulgation of the Constitution.

Extra Reading/Key Words :*Framers of Constituent Assembly, promulgations, declarations of the constitution*

Note: Extra Reading / Key Words are only for Internal Testing

Unit I 17Hrs

Constitutional Development During Company' Rule

Constitutional Development During Company' Rule: Brief Outline of the East India Company The Regulation Act of 1773, Pitts Acts of 1784, the Charter Acts of 1793, 1813, 1833

Extra Reading /Key Words : *factors ,merits & demerits,monopoly of East*

Unit II

19Hrs

Evolution of Representative Governance

Evolution of Representative Governance: Queen's Proclamation, government of Indian Act of 1858, Indian Council Act of 1861, Local Self Government Proposal of Mayo and Ripon, Various Commissions during Curzon's Viceroyalty 1. Police Commission 2 Education Commission Decentralization Commission of 1808. Brief Introduction to the Formation of Indian National Congress, Indian Council Act of 1892, Brief Introduction to the Formation of Muslim League The Indian Council Act of 1909

Extra Reading/Key Words :*Educational developments, role of muslim league,contribution of lord Ripon*

Unit III

17Hrs

Making Responsive Governance

Making Responsive Governance: The Government of India Act of 1919, Main Provisions, Simon Commission Nehru Report-Salient Features, Jinnah’s Fourteen Points, The Round Table Conference, The Government of India Act of 1935, main Provisions, Formation of the Congress Government in Provinces

Extra Reading/Key Words :*Indian representation , diarchy,A.O.Hume, Bankim Chandra chatterjee*

Unit IV

19Hrs

Towards Freedom

Towards Freedom: August Offer of 1940, Cripps Mission of 1942. Wavell’s Plan of 1945, cabinet Mission Plan of 1946, Attlee’s Declaration of 1947, Mountbatten’s Plan, Mechanisms on the Partition and Debates on Federation States. The Indian Independence Act of 1947.

Extra Reading/Key Words :*Cripps proposal & Gandhiji’s role, partition of India, Boundary commission*

Unit V

17Hrs

Formation of the Constituent Assembly

Formation of the Constituent Assembly-Its Debates and Deliberations, Promulgation of the Constitution.

Extra Reading/Key Words :*Framers of Constituent Assembly, promulgations, declarations of the constitution*

Note: Extra Reading / Key Words are only for Internal Testing(Seminar/Assignments)

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recall the constitutional development under the Regulating Act and Charter Acts	PSO 2	R
CO-2	Analyze the evolution of Representative Governance under the Government of India acts and Indian Council Act of 1861	PSO 4	An
CO-3	Explain the Local Self Government of Ripon and Various Commissions during Curzon’s Police Commission, Education Commission and Decentralization Commission of 1808.	PSO4	U
CO-4	Describe the Formation of Indian National Congress, Indian Council Act of 1892, and The Indian Council Act of 1909	PSO 1	U
CO-5	Evaluate methods of the making of responsive governance under The Government of India Act of 1919,The Round Table Conference, and The Government of India Act of 1935 and main Provisions,	PSO 1	E

CO-6	Describe the Towards Freedom: August Offer of 1940, Cripps Mission of 1942. Wavell's Plan of 1945, cabinet Mission Plan of 1946,	PSO 2	U
CO-7	Analyze the Attlee's Declaration of 1947, Mountbatten's Plan, Mechanisms on the Partition and Debates on Federation States. The Indian Independence Act of 1947	PSO4	An
CO-8	Evaluate the Formation of the Constituent Assembly-Its Debates and Deliberations, Promulgation of the Constitution	PSO4	E
CO-9	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCES:

- 1.R.C. Agarwal and Mahesh Bhatnagar, 2006, Constitutional Development and National Movement of India, S. Chand & Company Ltd., New Delhi
- 2 .Sumita Singh,2011, Constitutional Development in British India, Pragun Publications, New Delhi,
- 3.M.V. Pylee, 1967, Constitutional Government in India, Asia Publishing, Bombay
- 4.Dharam Chand Gupta, 1983, Indian National Movement and Constitutional Development, Vikas Publishing House Pvt. Ltd., Noida
- 5.A.C. Banerjee, 1948,Constitutional History of India, Vol. I, Mukherjee & Co, Calcutta
- 6.Sibaranjan Chatterjee, 1973,The Governor in the Indian Constitution, Mittal Publication, Calcutta.
7. Illbert Courtenan, 1977, The Government of India, The Clarendon Press, Oxford
8. Manik Lal Gupta, 1989,Constitutional Developments in India, Atlantic Publishers, New Delhi.
9. A.C. Kapoor, 1985,Constitutional History of India, S, Chand & Co, New Delhi.
- 10.A.B. Kieth, 1961,Constitutional History of India, Central Book Depot, Allahabad.

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First Year - Semester – III

Course Title	MAJOR CORE 12: HISTORICAL WRITING & RESEARCH METHODOLOGY
Total Hours	90
Hours/Week	6
Code	P17HI3MCT1 2
Course Type	Theory
Credits	5
Marks	100

General Objective:

To identify the main theoretical approaches and debates in the discipline of history, including traditional modes of disseminating historical knowledge as well as work being produced by various scholars

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the definition of Research, Historical Research, Classification of Research, Purpose of undertaking research, Kinds of Research, Stages in Research, Use of Research Methodology-Essential requisites of a research Scholar.
CO-2	Analyse the renaissance Historiography, Reformation Historiography, Cartesian and Anti-Cartesian Historiography, Enlightened Historiography, Medieval Indo-Muslim Historiography: Alberuni, Amir Khushru, Ziyauddin Barani, Ibn Battuta, Abdur Razzak.
CO-3	Understand British Imperialist Historiography of India, James Mill-Mount Stuart, Elphinstone, Vincent Smith, W.W. Hunter, Talbot Wheeler, Henry Maine
CO-4	Analyse the Modern Historians, James Todd, Alexander Cunningham, G.S. Sarvesai, Henry Haras, S.Krishnasamy Iyengar.
CO-5	Understand Marxist Historians: D.D.Kosambi, R.S. Sharma, Romila Thapar, Bipan Chandra, Irfan Habib, Nationalist Historiography, R.G.Babdarkar, R.C.Dutt, Roy Choudhry, J.N. Sarkar, R.C Majumdar, Surendranath Sen, K.M.Panikar, Subaltern Studies (India), Oral Traditions .
CO-6	Understand the methodology, Writing of History, Selection of Topic, Collection of Data, Use of Non-Conventional Sources, Heuristics (External Criticism), Hermeneutics (Internal Criticism)
CO-7	Analyze the Objectivity and Subjectivity-Conclusion, Arrangement of Thesis, Synthesis-Documentation, Foot notes, Bibliography, Exposition

Unit-I

18Hrs

Conceptual Frame work

Unit-I CONCEPTUAL FRAME WORK

Definition of Research- Historical Research-Classification of Research-Purpose of undertaking

research-Kinds of Research- Stages in Research-Use of Research Methodology-Essential requisites of a research Scholar

Extra Reading/(Key Words):*Stock of Knowledge, Paradigm, scientific approach, Art and Skill,process*

Unit-II

18Hrs

Renaissance Historiography- Reformation Historiography-Carticion and Anti-Carticion Historiography-Enlightened Historiography- Medieval Indo-Muslim Historiography: Alberuni-AmirKhushruZiyauddin Barani-Ibn Battuta-Abdur Razzak.

ExtraReading/Key Words:*Protagoras,Petrarch,Inductive reasoning,humanists,Florence*

Unit-III IMPERIALIST HISTORIANS

18Hrs

British Imperialist Histriography of India: James Mill-Mount Stuart-Elrphinstone-Vincent Smith-W.W. Hunter-Talboy Wheeler-Henry Maine Modern Historioians-James Todd-Alexander Cunningham-G.S. Sarvesai-Henry Heras- S.Krishnasamy Iyengar

ExtraReading/KeyWords:*A.G.Hopkins,LindaColley,AndrewPotter,H.G.Wells,Andrew Thomposon*

Unit-IV NATIONALIST &MARXIST HISTORIANS

18Hrs

Marxist Historians: D.D.Kosambi-R.S. Sharma-Romila Thapar-Bipan Chandra-Irfan Habib-Nationalist Historiography: R.G.Babdarkar-R.CDutt-Roy Choudhry-J.N. Sarkar-R.C Majumdar-Surendranath Sen-K.M.PanikarSubalern Studies (India)-Oral Traditions .

Extra Reading/Key Words: *Fredriech Max Muller,Sir William Jones,Monier Williams,James Mill*

Unit-V HISTORICALRESEARCH METHODOLOGY 18Hrs

Methodology –Writing of History-Selection of Topic-Collection of Data-Use of Non-Conventional Sources-Heuristics (External Criticism)- Hermeneutics(Internal Criticism) Objectivity and Subjectivity-Conclusion –Arrangement of Thesis-Synthesis-Documentation-Foot notes-Bibliography-Exposition

ExtraReading/Key Words: *Historical archives · Tools · Research methodology · Ontology · User study objectivity, subjectivity, generalization, research methodology, R.Kothari(Research Methodology).*

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the definition of Research, Historical Research, Classification of Research, Purpose of undertaking research, Kinds of Research, Stages in Research, Use of Research Methodology-Essential requisites of a research Scholar.	PSO-5	U
CO-2	Examine the renaissance Historiography, Reformation Historiography, Carticion and Anti-Carticion Historiography,Enlightened Historiography, Medieval Indo-Muslim Historiography, Alberuni, Amir Khushru,Ziyauddin	PSO-5	A

	Barani, Ibn Battuta, Abdur Razzak.		
CO-3	Discuss the works of James Mill, Mount Stuart, Elrphinston, Vincent Smith, W.W. Hunter, Talboy Wheeler, Henry Mainethe British Imperialist Historiographers in India	PSO-6	U
CO-4	Distinguish the Modern Historioians and British Imperialist Historians in India	PSO-5	A
CO-5	Discuss the Marxist Historians: D.D.Kosambi, R.S. Sharma, Romila Thapar, Bipan Chandra, Irfan Habib, Nationalist Historiography, R.G.Babdarkar, R.CDutt, Roy Choudhry, J.N. Sarkar, R.C Majumdar, Surendranath Sen, K.M.Panikar, Subalern Studies (India), Oral Traditions and their contributions to Historiography.	PSO-5	U
CO-6	Explain the methodology, Writing of History, Selection of Topic,Collection of Data, Use of Non-Conventional Sources,Heuristics(External Criticism),Hermeneutics(Internal Criticism)	PSO-6	U
CO-7	Analyze the Objectivity and Subjectivity, Conclusion, Arrangement of Thesis, Synthesis, Documentation, Foot notes, Bibliography, Exposition	PSO-7	A

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE

- 1.Carr, E.H.(1969)., *What is History*, Cambridge Publishing House London,
2. Majumdar, R.C. (1970)., *Historiography in Modern India*, Bombay Publishing Co.
- 3.Topolski, Jerzy (1976)., *Methodology of History*, Holland: Reidal Publishing Co.
4. Ali, Sheik B.(1978). *History: Its Theory and Method*, Delhi Publishing Co
- 5.Floud,Roderick.(1983).*An Introduction to Quantitative Methods for Historians*, London
- 6.Watson, George (1987). *Writing a thesis: A Guide to Long Essays and Dissertations*, Longman, London Methuen(R.P).
7. M.L.A. (1990) *Hand Book for Researchers Thesis & Assignment Writing* New Delhi:
- 8.Rajayyan, K.(1999).*Historiography*, Raj Publishers, Madurai,
- 9.Manickam, S. *Theory of History and Methods of Research*, Madurai, 2000.
- 10.Malcolm Williams (2000)., *Science and Social Science: An Introduction*, (London and New York: Routledge,
- 11.Martin Hollis.*The Philosophy of Social Science: An Introduction*, (New Delhi: Cambridge University Press, 2000).
- 12.Sreedharan, E. (2004)., *A Text book of Historiography 500 B.C. to 2000 A.D.*, Delhi,
- 13.Bridget Somekh and Cathy Lewin.(2005).*Research Methods in the Social Sciences*, (New Delhi: Vistaar Publications,

Holy Cross College (Autonomous), Tiruchirappalli
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Second Year - Semester – III

Course Title	Major Elective 1 – ARCHAEOLOGY
Total Hours	90
Hours/Week	6 Hrs Wk
Code	P17HI3MET01
Course Type	Theory
Credits	5
Marks	100

General Objectives:

To enable the students to understand the meaning and definition of archaeology, study the history of world archaeology and Indian archaeology, analyze the types of archaeology and the various methods used in archaeology.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the meaning, objectives and types of Archaeology and its relations with other social sciences.
CO-2	Understand the origin and development of World Archaeology and Three Age system.
CO-3	Evaluate the origin and development of Indian Archaeology under eminent archaeologists.
CO-4	Analyze the methods of site survey and excavation techniques.
CO-5	Analyze the dating methodologies in Archaeology.

Unit I

18 Hrs

Introduction to Archaeology

Introduction to Archaeology – Objectives – Archaeology and other disciplines –Types of Archaeology – Prehistoric Archaeology- Historical Archaeology – Environmental Archaeology – Archaeologies and Industries Ethno archaeology – Archaeology and Linguistics – Archaeological Conservation

Extra Reading / Key Words: Cognitive System, Assemblage, Paleontological

Unit II

18 Hrs

History of Archaeology

History of Archaeology -Classical Archaeology – Antiquarianism –Three Age system –Scientific Archaeology – Scandinavian Archaeology – Human Origins

Extra Reading / Key Words: Mesopotamian archeology, Egyptologist, Celtic Inhabitants, Racism

Unit III

18 Hrs

History of Indian Archaeology

History of Indian Archaeology: Foundations of Indian Archaeology –Sri William Jones- Asiatic

Society –James Princep - Alexander Cunningham – Archaeological Survey of India –Robert Bruce Foote - John marshal – Mortimer Wheeler

Extra Reading / Key Words: *Firuz hah Tuglaq, Abraham Roger,*

Unit IV

18 Hrs

Exploration and Excavation Methods:

Methods of Site Survey – Map Reading – Types of Excavation : Horizontal Excavation – Vertical Excavation – Quadrant Method - Digging Methods – Stratigraphy

Extra Reading / Key Words: *Soundages, Dump, Datum Point, Site Grid*

Unit V

18 Hrs

Dating Methods in Archaeology

Absolute Dating Methods: Radio Carbon Dating – Thermoluminescence – Dendrochronology (Tree Ring Dating) – Dating of the Bones :Nitrogen Method

Extra Reading / Key Words: *Alpha Recoil, Electron spin Resonance, Archaeomagnetism*

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the importance of archaeology, its aims and goals and the need to study archaeology in the reconstruction of historical facts.	PSO 7	U
CO-2	Describe the interdisciplinary nature of archeology.	PSO 8	U
CO-3	Describe the emergence of World archaeology and its impact in the world countries.	PSO 8	U
CO-4	Estimate the development of Indian archaeology, emergence of Archaeological Survey of India and its significance.	PSO 8	An
CO-5	Examine the various methods and techniques that are used in Site Survey and Excavation present day archaeologists.	PSO 7,8	E
CO-6	Analyze the relative dating methods and absolute dating methods that are used to find the age of the artefacts.	PSO 7,8	An
CO-7	To make the students to become archaeologists	PSO-8	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE:

1. Childe, V.Gordon, (1960), *A Short Introduction to Archaeology*, Collier, New York.
2. Kenyon, K.M., (1961), *Beginning in Archaeology*, Revised edition, Phoenix House, London.
3. Piggot, S., (1965), *Approach to Archaeology*, Harvard University Press, Cambridge, Mass.
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5. Binford, L.R., (1968), *New Perspectives in Archaeology*, Aldine, Chicago
6. Barker, Philip, (1977), *Techniques of Archaeological Excavation*, B.T.Batsford Ltd., London.
7. Sharer, Robert J., and Wendy Ashmore,(1979), *Fundamentals of Archaeology*, The Benjamin/Cummings Publishing Company, Inc., California.

8. Chakrabarti, Dilip.K.,(1988)*A History of Indian Archaeology : From the Beginning to 1947*, Munishiram Manoharlal, New Delhi.
9. Trigger, G. Bruce, (1989), *A History of Archaeological Thought*, Cambridge University Press, Cambridge.
10. Petrie, W.M.F., (1904), *Methods and Aims in Archaeology*, Macmillan, London.
11. Hodder, I., (1991), *Archaeological Theory in Europe: The Last Thirty years*, Blackwell Publishers, Oxford.
12. Rajan, K., (1994)*Archaeology of Tamil Nadu (Kongu Country)*, Book India Publishing Company, Delhi.
13. Rajan, K., (1997)*Archaeological Gazetteer of Tamil Nadu*, Manoo Pathippakam, Thanjavur.
14. Rajan, K., (2002)*Archaeology:Principles and Methods*, Manoo Pathippakam, Thanjavur.
15. Rajan. K., (2016),*Understanding Archaeology*, Manoo Pathippakam, Thanjavur.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2017 onwards)
Second Year - Semester – III

Course Title	Non-Major Elective:2- Introduction to Life Skills
Total Hours	75
Hours/Week	5 Hrs Wk
Code	P17HI3NMT02
Course Type	Theory
Credits	5
Marks	100

General Objective:

To familiarize students in theoretical foundation in Life Skills Education, and prepare students in training methodologies and enable students to apply Life Skills in various spheres.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the conceptual framework to skill base life education through models.
CO-2	Analyze the various Declarations and Framework that is imbibed in life skill education
CO-3	Understands the various learning, behavioral about social learning approaches
CO-4	Evaluates the contribution of Life skills education through the Frameworks of international life skills orientation.
CO-5	Understand the Theories of Social Learning with reference to Behaviouristic and Cognitive approaches to society.
CO-6	Analyse the Theories related to outcome based learning in association with Albert Bandura and Blooms taxonomy.
CO-7	Understand the four Pillars of Learning for Life skills with the contribution of Delors Commission to education.
CO-8	Apply the Life Skills Approach in education curriculum with reference to WHO life skills education.

Unit I

15Hrs

Definition and Importance of Life Skills

Definition and Importance of Life Skills Livelihood Skills, Survival Skills and Life Skills Life Skills Education, Life Skills Approach, Life Skills Based Education Life Skills Training - Implementation Models

Extra Reading/Key Words: Livelihood skills, Skill based Education,

Unit II

15Hrs

Genesis of the Concept

Genesis of the Concept - UN Inter-Agency Meeting - Hamburg Declaration - Quality Education and Life Skills: Dakar Framework - Life Skills Education in the Indian Context

Extra Reading/Key Words: Quality Assessment, Declaration and Thematic concepts, Collective Commitments

Unit III

15Hrs

Learning and Performance

Learning and Performance, Learning and Cognitive Development, Learning and Maturation - Adult Learning - Approaches to Learning: Behaviouristic and Cognitive Approaches - Theory of Social Learning: Albert Bandura - Bloom's Taxonomy of Learning Outcomes - Rogers Situated Learning

Extra Reading/ Key Words: Outcome based Education, Student centered learning

UnitIV

15Hrs

The Four Pillars of Education

The Four Pillars of Education - Learning to Know - Learning to Do - Learning to Live Together - Learning to Be Learning throughout Life

Extra Reading/Key Words: Student Centric

Unit V

15Hrs

PRACTICUM - Analyze the Life Skills Approach in education curriculum

Extra Reading/Key Words: Assignment, Mini Projects

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain and develop positive psychological and physical outlook in oneself and conceptual framework to skill base life education through models	PSO 5	U
CO-2	Examine and improves interpersonal behaviors and relationships that is imbibed in life skill education	PSO 2	A
CO-3	Estimate the learning and cognitive development associated with schema and pedagogy.	PSO 5	U
CO-4	Estimate and applies the management principles of self ualization for a better person.	PSO	E
CO-5	Examines the Theories of Social Learning with reference to Behaviouristic and Cognitive approaches to society	PSO 5,7	U
CO-6	Examine the Theories related to outcome based learning in association with Albert Bandura and Blooms taxonomy.	PSO7	A
CO-7	Explains four Pillars of Learning for Life skills with the contribution of Delors Commission to education	PSO2,5,7	U
CO-8	Creates Life Skills Approach in education curriculum with reference to WHO life skills education	PSO5	Ap

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

Books for Reference

1. Morgan and King, (1993). Introduction to Psychology, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
2. Dakar Framework for Action, (2000). *Education for All: Meeting our Collective Commitments*, Dakar, Senegal.
3. Singh Madhu, (2003). *Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality*
4. *Life Skills Resource Manual, Schools Total Health Program*, (2006). Health Education And Promotion International Inc., Chennai.
5. Kumar .J. Keval, (2008). *Mass Communication in India*, JAICO Publication India Pvt. Ltd
6. Rao P.L. (2008). *Enriching Human Capital through Training and Development*, Excel Books, Delhi.
7. UNESCO and Indian National Commission for Co-operation with UNESCO(2001). *Life Skills in Non-formal Education: A Review*
8. *YUVA School Life Skills Programme: Handbook for Teachers*, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

Web Sites:

1. UNESCO – <http://www.unesco.org/>
2. UNFPA - <http://www.unfpa.org/>
3. UNICEF - <http://www.unicef.org/>
4. United Nations - <http://www.un.org/>
5. WHO - <http://www.who.int/en/>
6. India Portal - www.indiaportal.gov.in

Holy Cross College (Autonomous), Tiruchirappalli
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Second Year - Semester – IV

Course Title	Major Core-13 Contemporary History of India from 1947 to 2014 C.E
Total Hours	105
Hours/Week	7 Hrs Wk
Code	P17HI4MCT13
Course Type	Theory
Credits	6
Marks	100

General Objective:

To study the difficulty of reorganizing the states and to understand the role various Prime Ministers and challenges faced by India on the eve of globalization.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the achievements of independent India with a help of Dr.Ambedkar & Abdul Kalam.
CO-2	Remember the role of the makers of modern India for the attainment of freedom and comprehensive and sustainable development.
CO-3	Analyze the role of Indira Gandhi and the repercussions of the policies undertaken by the various Prime Ministers for the holistic development of national building policies and proactive laws.
CO-4	Evaluate the plans and policies of Mandal Commission Ayodhya issue of religious indoctrination and the need for the Reservation in India.
CO-5	Analyze the green revolution and the privatization of economic sectors, the challenges faced by India before and after globalization and responses to it.
CO-6	Evaluate need for Revolutions in the economic sector and the factors responsible in accordance to the economic developmental plans (Five Year Plans)
CO-7	Understands the policies for the economic development and contribution of various sectors to the nation building process.
CO-8	Evaluates the role of Transport and Communication for the economic development in India

Unit – I

21Hrs

Makers of Modern India

Makers of Modern India - Tagore - Gandhi - today - Ambedkar - M. N. Roy – Bharathi – EVR - Kamaraj - Abdul Kalam – Their philosophies

Extra-Reading / Key words : Framing of constitution , Upliftment of downtrodden , Industrial development.

Unit – II**21Hrs****Integration**

Integration – Reorganisation of states - Foreign policy - NAM - Relation with SAARC Countries - Indo-Chinese Relations - Kashmir Problem and relation with Pakistan Unit

Extra-Reading / Key words: Boundary Commission ,Indo-chinese war,Mac-mohan line,Fazil commission

Unit – III**21Hrs****India and its Prime Ministers**

India and its Prime Ministers: Nehru – Lal Bahadur Sastri – Indhira Gandhi: Abolition of Privy purses - Emergency - Operation Blue Star - Janata Interugnum – Rajiv Gandhi - Indo – Sri Lankan Agreement - Minority Governments: V. P. Singh to Dr. Manmohan Singh

Extra-Reading / Key words: Shrimao-Shastri pact,MISA,Twenty point programme

Unit – IV**21Hrs****Major Issues**

Major Issues: Ayodya Issue – Reservation Policy – Human Rights and violations - changing status of women - Population 49 Syllabus : 2010 poverty and unemployment – Education policy towards Literacy – Media and its impact

Extra-Reading / Key words:issue related to Bridge of Rama,Sanskritization,Women & impact

Unit – V**21Hrs****Economic Development**

Economic Development: Transport and Communication - Energy sector - Agriculture - Green Revolution - White Revolution – Blue Revolution – India and World Bank - New Economic Reform - Policy of Privatization - From GATT to WTO - Impact of WTO on India.

Extra-Reading / Key words: Bio-Farming, Water dispute , Issue of Farmers

Course Outcomes:**The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the achievements of independent India with a help of Dr.Ambedkar & Abdul Kalam.	PSO 6	U
CO-2	Recall the role of the makers of modern India for the attainment of freedom and comprehensive and sustainable development.	PSO 1	R
CO-3	Examine the policies and the suppression of revolutionaries, Emergency and Blue star operation in Indira Gandhi's period.	PSO 3	A
CO-4	Estimate the major issues like Ayodya issue, Reservation policy & unemployment.	PSO 4	E
CO-5	Outline the contribution of the green revolution and the privatization of economic sectors, the challenges faced by India before and after globalization and responses to it.	PSO 6	A
CO-6	Criticize the need for Revolutions in the economic sector and the factors responsible in accordance to the economic developmental plans.	PSO 3	E

CO-7	Explain the policies for the economic development and contribution of various sectors to the nation building process.	PSO 1	U
CO-8	Estimate the role of Transport and Communication for the economic development in India.	PSO 1	E
CO-9	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

Books for Reference

1. Murickan, J, (Ed.), Poverty of India: Challenges and Responses, Xavier Board Publication Thiruvananthapuram, 1988
2. Smita Narula, Broken People: Caste Violence against India's Untouchables, Human Rights Watch, New York, 1999.
3. Bharti, KS, A Handbook of Gandhian Thought, S. Chand & Co., New Delhi, 2000.
4. Paul R. Brass, The Politics of India since Independence, Cambridge University Press, New York, 2001
5. Bipan Chandra, India since Independence, Penguin, New Delhi, 2002
6. Prasad, BK, Rural Development: Concept, Approach and Strategy, Sarup and Sons, New Delhi, 2003
7. Ram Puniyani, Communal Politics: Facts versus Myths, Sage Publications, New Delhi, 2003
8. Robert Payne, The Life and Death of Mahatma Gandhi, Rupe & Co., New Delhi, 2003
9. John Gilbert, G, Contemporary History of India, Anmol Publications, New Delhi, 2006
10. John Keay, India: A History from the Earliest civilizations to the boom of the 21st century, Harper Press 2010, London
11. Rao, History of Modern world, Sterling Publishers Pvt. Ltd

Holy Cross College (Autonomous), Tiruchirappalli
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Second Year - Semester – IV

Course Title	Major Core 14 – HISTORY OF TAMIL NADU FROM 850 TO 1800 C.E
Total Hours	90
Hours/Week	6 Hrs Wk
Code	P17HI4MCT14
Course Type	Theory
Credits	4
Marks	100

General Objectives:

To enable the students to understand the rule of dynamic dynasties like Imperial Cholas, Second Pandyan empire, Nayaks and Nawabs, study the condition of Tamil Nadu under the rule of the British and the effects of the Carnatic wars in Tamil Nadu.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the rise of Imperial Chola dynasty and the socio economic and cultural conditions under the Imperial Cholas.
CO-2	Understand the socio economic and cultural condition under the later Pandyas
CO-3	Analyze the factors led to the invasion of Malik Kafur and Madurai Sultanate.
CO-4	Evaluate the Nayakara system and the rule of Three Nayakdoms.
CO -5	Analyze the condition of Tamil Nadu under the administration of Nayaks and Nawabs.
CO-6	Evaluate the factors led to the the Anglo-French rivalry and the impact of Carnatic Wars and Mysore Wars in Tamil Country
CO-7	Analyze the revolt of Poligars against the British

Unit I

Imperial Cholas

18Hrs

Imperial Cholas: Vijayalaya - Parantaka I – Rajaraja I – Rajendra I – Kulottung I – Administration – Social and Economic conditions – Growth of Literature – Art & Architecture

Extra Reading /Key Words: Decentralization, Lot system, Portfolio System, Local Self Government

Unit II

18Hrs

Second Pandyan Empire & Invasion of Muslims

Second Pandyan Empire – Social, Economic and Cultural Conditions – Muslim Invasion of

Tamil Nadu – Malik Kafur – Madurai Sultanate.

Extra Reading /Key Words: Slave Dynasty, Madurai Sultanate, Revival of Pandyas

Unit III

18Hrs

Nayak System

Invasion of Kumara Kampana – Nayakara System – Nayaks of Madurai: Viswanatha to Queen Minakshi – Nayaks of Senji – Nayaks of Tanjore

Extra Reading /Key Words: Nayakdom, Poligar System, Subsidiary Alliance, Decentralization

Unit IV

18Hrs

Administration of Nayaks & Maratha Rule

Administration of Nayaks – Maratha Rule in Tamil Country – The Rule of Arcot Nawabs – Nawabs Administration

Extra Reading /Key Words: Division of Power, Revival of Hinduism,

Unit V

18Hrs

The Arrival of Europeans

The arrival of Europeans – Anglo-French Rivalry: Carnatic Wars – Mysore Wars in Tamil Nadu – The Rebellion of Poligars : Khan Saheb – Pooli Thevan – Veerapandiya Kattabomman – South Indian Rebellion of 1800-1801- Causes and Results

Extra Reading /Key Words: Poligar Revolt, Carnatic Wars.

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Describe the socio economic and political condition of age of the Imperial Cholas.	PSO 4	U
CO-2	Describe the rule of Second Pandiyan Empire and its impact in the Tamil society.	PSO 7	U
CO-3	Examine the impact of Malik Kafur invasion and the Muslim rule.	PSO 4	An
CO-4	Estimate the features of Nayakara system and the rule of Three Nayaks.	PSO 7	E
CO-5	Compare the administrative feature of Nayaks and Nawabs.	PSO 4	An
CO-6	Estimate the Anglo- French rivalry and the impact of Carnatic wars in the history of Tamil Country.	PSO 7	E
CO-7	Evaluate the resistance of poligars against the British.	PSO 4,3	E
CO-8	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE :

1. Krishnasamy Pillai,(1964)*A, Tamil Country under Vijayanagar*, Annamalai University, Chidambaran.
2. Mahalingam. T.V.(1955)*South Indian Polity*, Madras University, Madras.
3. Meenakshi. c. (1928)*Administration and social Life under the Pallavas*, Madras University, Madras.
4. Nilakantasastry KA, (1980), *History of South India*, Oxford University Press, Delhi.
5. Nilakantasastry K.A. (1935), *The Cholas*, Madras University, Madras.
6. Pillai. K.K, (2000), *Social History of the Tamils*, Oriental Books, Chennai.
7. Rajayyan. K(2005), *Tamil Nadu: A Real History*, Ratna Publications, Tamil Nadu, India.
8. Raman.K.V.,(1975)*Pandyan Varalaru* , Abinave Publications, New Delhi,.
9. Subramanian. N.,(1966)*Sangam Polity*, Asia Publishing House, Bombay.
10. Subramanian. N.,(2005), *History of Tamil Nadu upto 1565*, Eswar Publications, Udumalpet.

Holy Cross College (Autonomous), Tiruchirappalli

PG and Research Department of History

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Second Year - Semester – IV

Course Title	Major Elective 2: HISTORY OF UNITED STATES OF AMERICA FROM 1776 TO 1968 C.E
Total Hours	90
Hours/Week	6 Hrs Wk
Code	P17HI4MET02
Course Type	Theory
Credits	4
Marks	100

General Objectives:

To enable the students understand the history of the United States of America, analyze the role of the abolitionists in eradicating slavery in USA and examine the part played by the US in the world affairs.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Analyze the process of the colonization, reasons for the emergence of American War of Independence and the making of American Constitution
CO-2	Understand the domestic and foreign policies of George Washington, John Adams and Thomas Jefferson.
CO-3	Evaluate the factors led to the War of 1812, Westward Expansion and the Era of Good Feeling
CO-4	Analyze the question of slavery, the causes, course and the effects of Civil War in America and the period of reconstruction.
CO-5	Evaluate the foreign and domestic policies of Theodore Roosevelt and the reasons for the rise of Great Depression.
CO-6	Understand the foreign and domestic policies of F.D Roosevelt, Truman and John F Kennedy..
CO-7	Analyze the role of Unites States of America in World War I and World War II

UNIT -I:

18Hrs

Discovery of America

Discovery of America – Voyages of Columbus - American War of Independence - – Causes – Courses and Results – Making of the Constitution - George Washington –John Adams - Thomas Jefferson.

Extra Reading/Key Words: *Geographical Discoveries, Liberty, Imperialism, Democracy, Constitutionalism*

UNIT -II: 18Hrs

The War of 1812

The War of 1812 – Causes and Results – Westward Expansion – Manifest Destiny – Munroe’s Doctrine

Extra Reading/Key Words: Patriotism, Manifest Destiny, National Pride

UNIT-III: 16Hrs

Civil War

Jacksonian Democracy and administration.Civil War – Causes and Results – Abraham Lincoln – Reconstruction.

Extra Reading/Key Words: Abolitionism, Racism, Slavery, North-South conflict

UNIT-IV: 20Hrs

America as a World Power 1898-1920 - Theodore Roosevelt – Big Stick Diplomacy – Progressive Legislations – Woodrow Wilson – Moral Diplomacy – USA and World War I – Economic Depression(1929)

Extra Reading/Key Words: Munroe Doctrine,Progressivism, Stock market Crash

UNIT-V: 18Hrs

F.D Roosevelt – New Deal – USA and World War II – Truman – Foreign Policy – Eisenhower – Foreign Policy – John F Kennedy – Vietnam War – Civil Rights Movement – Martin Luther King.

Extra Reading/Key Words: Martin Luther, Civil Rights, Diplomacy, Isolationism

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Examine the fight for independence by the Americans against the British and the importance of constitution for a stable country.	PSO 4	An
CO-2	Describe the reforms and schemes introduced in domestic and foreign affairs by the early presidents of America	PSO 3	U
CO-3	Examine the causes, course and results of the War of 1812 and the period of peace that existed during the presidency of Munroe	PSO 7	An
CO-4	Examine how American people successfully overcame from the stigma of slavery and the significance of the era of reconstruction.	PSO 3	An
CO-5	Estimate the progressive movement under the presidency of Theodore Roosevelt and the reasons for the break out of great depression	PSO 3,7	E
CO-6	Critically analyze the domestic policies and foreign policies of the American Presidents.	PSO 3	An
CO-7	Discuss the part played by USA in the World War I and World War II.	PSO 7	U
CO-8	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

**PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap
– Apply; An – Analyse; E- Evaluate; C – Create**

BOOKS FOR REFERENCES

1. Hill,C.P., (1948),A History of the U.S.A, Arnold, Heineman, Publication USA.
2. Aiden & Magenis, (1960),A History of the United States of America, New York.
3. Parkes,I.B., (1976), A History of the U.S.A., Scientific Book Agency, New Delhi.
4. Rajayyan, R. (1978),History of the U.S.A, Madurai Publishing House, Madurai.
5. Krishnamurthy, (1980), History of United States of America, Ennes Publication, Madurai.
6. Adams J.T., (1981),Frontiers of American Culture, Madsworth Publishing, USA.
7. Khurana, K.L. (2004), History of USA, Laskhmi Narayan Agarwal, Agra.
8. John Ferling, (2007), Almost a Miracle: The American Victory in the War of Independence,Oxford, University Press.

Holy Cross College (Autonomous), Tiruchirappalli

PG and Research Department of History

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Second Year - Semester – IV

Course Title	MAJOR ELECTIVE -3 HISTORY OF EAST ASIA
Total Hours	90
Hours/Week	6 Hrs Wk
Code	P17HI4MET03
Course Type	Theory
Credits	4
Marks	100

General Objectives

To enable the students to understand the Culture of ancient China and Political and Economic Development of Japan.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the history of ancient China
CO-2	Evaluate the causes and consequences of European intercourse with China
CO-3	Analyze the role of Sun Yat Sen in making the Republic of China
CO-4	Understand the role of China in first World War and the achievements and failures of Kumintang
CO-5	Evaluate the causes and results of sino-Japanese war
CO-6	Understand the history of Japan
CO-7	Analyze the political and economic development of Japan in post-war period
CO-8	Evaluate the foreign policy of Japan.

Unit I

History of China

18Hrs

Sources for Chinese history - Early Civilization in China – Development of script Pre-Modern China - Han - Sung - Ming Empires.

Extra Reading /Key words:*Shang era, feudal Zhou era*

Unit-II

European Intercourse with China

18Hrs

European Intercourse with China: Opium Trade, First Opium War and Treaty of Nanking, Taiping Rebellion: Second Opium War and Treaty of Tientsin - First Sino-Japanese War and Treaty of Shimonoseki; Hundred Days Reform, Boxer Rebellion. Nationalist Movement and Proclamation of the Republic; Career and Achievements of Sun Yat Sen.

Extra Reading /Key words:*China Trade and Cooperation Agreement, Asia–Europe Meeting*

Unit-III

Birth and Growth of Communism in China

18Hrs

China and First World War, Achievements and Failures of Kuomintang Government under Chiang Kai Shek, Manchurian Crisis, 1931 - Birth and Growth of Communism in China, Cooperation and Conflict between the Communists and Kuomintang, 1921-1945 Sino-Japanese War, 1937; Civil War, 1945-49 and establishment of People's Republic China. Cultural Revolution, 1966-68.

Extra Reading /Key words: *Jomon Period, Yayoi Period, Yamato Japan*

Unit-IV

History of Japan

18Hrs

The Opening of Japan-Perry and Harris Mission, The Restoration of the Meiji and reforms of Meiji Era - Russo-Japanese War (1904-05) and Treaty of Portsmouth; Japanese hegemony in Far East before the First World War and Occupation of Korea. Japan and First World War.

Extra Reading /Key words:*Meiji Era, I World War*

Unit-V

Political and Economic Development of Japan

18Hrs

Political and Economic Development of Japan : Economic Development, Industrial Growth, Agricultural Development and Foreign Trade. Japan's Foreign Policy, 1919-1939, Japan and Second World War, 1939-1945; Post War Japan-Japan under American Occupation(1945-51) Socio-Economic reforms; Economic Progress of Japan, 1951-1980.

Extra Reading /Key words:*Treaty of Peace with Japan, Mutual Security Assistance Pact*

Note: Extra Reading / Key Words are only for Internal Testing(Seminar/Assignments)

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the sources for the study of the history of ancient China	PSO 4	U
CO-2	Critically evaluate the causes and consequences of Opium wars and Boxer rebellion	PSO 7	E
CO-3	Critically analyze the career and achievements of Sun Yat Sen	PSO4	An
CO-4	Estimate the role of Chiang Kai Shek and the relation of China in First World War	PSO 4	E
CO-5	Critically Evaluate the causes and results of sino-Japanese war	PSO 7	E
CO-6	Explain the history of Japan	PSO4	U
CO-7	Analyze the political, economic development of Japan and foreign trade	PSO7	An
CO-8	Explain the conditions of Japan in Post War Japan.	PSO4	U

PO – Programme Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply;

An – Analyse; E- Evaluate; C – Create

Books for Reference

1. Mason, R. H. P. and J. G. Caiger., (1972) *A History of Japan*, Melbourne, Cassell.
2. Reischauer, E. O. and A. M. Craig (1989) *Japan: Tradition and Transformation*, Sydney, Allen & Unwin.
3. Buckley, R., (1990) *Japan Today*, Cambridge, Cambridge University Press
4. Hunter, J., (1991) *The Emergence of Modern Japan*, London, Longman.
5. Buckley, R., (1995) *US-Japan Alliance Diplomacy 1945–1990*, Cambridge, Cambridge University Press.
6. Megarry, T., (ed.) (1995) *The Making of Modern Japan: A Reader*, Dartford, Greenwich University Press.
7. McGrew, A. and C. Brook, (1998) (eds) *Asia-Pacific in the New World Order*, London, Routledge.
8. Waswo, A., (1996) *Modern Japanese Society 1868-1994*, Oxford, OUP.
9. Yamamura, K., (1997) *The Economic Emergence of Modern Japan*, CUP, Cambridge
10. D. H. and W. H. McCullough, (1999) (eds) *The Cambridge History of Japan*, Cambridge, Cambridge University Press.