



HOLY CROSS COLLEGE (AUTONOMOUS)

Affiliated to Bharathidasan University
Nationally Accredited (4th Cycle) with 'A ++' Grade by NAAC (with 3.75 CGPA)
College with Potential for Excellence.
Tiruchirappalli - 620002

SCHOOL OF HUMANITIES
PG AND RESEARCH DEPARTMENT OF HISTORY
Programme: B.A HISTORY
COURSE PATTERN (2020-21)

| PO No. | Programme Outcomes <i>Upon completion of the B.A Degree Programme, the graduate will be able to</i> |
|---------------|---|
| PO-1 | Acquire skills needed for civil service aspirants (UPSC, TNPSC, IAS, and IPS). |
| PO-2 | Provide students with an understanding of the Indian legal system and sources of law. |
| PO-3 | Receive training in pedagogy, research skills so as to become well equipped and qualified teachers. |
| PO-4 | Obtain qualitative training needed for Public Administration, Human Resources and Management to get placements in public and private sectors. |
| PO-5 | Develop perspectives in historical, political concepts and perspectives nationally and globally so as to become socially responsible citizens |
| PO-6 | Develop the skills to become tour Operators and Tourist guides. |

| PSO No. | Programme Specific Outcomes <i>Upon completion of these courses the student would</i> |
|----------------|--|
| PSO-1 | Obtain basic understanding in political & administrative history at local, regional national and global levels which make the learner to understand the current political scenario. |
| PSO-2 | Become aware of the ideological concepts Socio – Economic and cultural aspects with relation to Revolutions, World wars, Movements and foreign policies to face competitive examinations |
| PSO-3 | Learn to identify the contributions various countries, forms of government, administrative methods and Public Administration which offers employment opportunities. |
| PSO-4 | Obtain sensitization on various views, perspectives and contributions of women's studies down the ages women empowerment, mechanism of human rights and rights of vulnerable groups to help the learner to lead a better life. |
| PSO-5 | Develop the skills needed to pursue competitive examination which enhances the job opportunities. |
| PSO -6 | Identify the various forms of personnel administrative and exhibit |

| | |
|---------|---|
| | managerial skills, types of management organization to equal them to receive placements in any companies, firms and managerial positions. |
| PSO – 7 | Learn the Travel formalities, ticketing and the organization and functions of Travel Agencies which develop entrepreneurial skills in the learner. |
| PSO – 8 | Assess the historical background of the development of science and technology, the contribution of various scientists and their inventions which is closely associated in our life. |

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 620002
SCHOOL OF HUMANITIES
PG AND RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
UG COURSE PATTERN
BA HISTORY- 2020-21
Semester-1

| Semester | Part | Course | Title of the Course | Code | Hours/Week | Credits | Marks | |
|----------|------------|--|---|--|------------|-----------|-------------|----------------|
| I | I | Language | Tamil Paper I/ Hindi Paper I/ French Paper I | U20TL1TAM01/ U20HN1HIN01/ U20FR1FRE01 | 3 | 3 | 100 | |
| | II | English | English Paper I | U20EL1GEN01 | 3 | 3 | 100 | |
| | III | Major Core – 1 | History of India from Pre-History to 712 CE | U20HI1MCT01 | 6 | 4 | 100 | |
| | | Major Core – 2 | Indian Geography | U20HI1MCT02 | 5 | 4 | 100 | |
| | | Allied – 1 | Basics of Tourism | U20H11ALT01 | 4 | 3 | 100 | |
| | | Allied – 2 | Women Studies in the Historical Perspectives | U20PH11ALT02 | 4 | 3 | 100 | |
| | IV | Environmental Studies | Environmental Studies | U20RE1EST01 | 2 | 1 | 100 | |
| | | MSBE -1 | Museology | U20HI1SBT01 | 2 | 1 | 100 | |
| | | Value Education | Ethics I/ Bible Studies I/ Catechism I | U20VE2LVE01/ U20VE2LVB01/ U20VE2LVC01 | 1 | | 100 | |
| | | Service Oriented Course | | - | | 1 | | |
| | | Internship / Field Work / Field Project 30 Hours - Extra Credit | | U20SP1ECC01 | - | 1 | 100 | |
| | | Total | | | | 30 | 22+2 | 900+100 |

Semester-II

| Semester | Part | Course | Title of the course | Code | Hours/ Week | Credits | Marks |
|-----------------|-------------|---|--|--|------------------------|----------------------------|-----------------|
| II | I | Language | Tamil Paper II/ Hindi Paper II/ French Paper II | U20TL2TAM02/ U20HN2HIN02/ U20FR2FRE02 | 3 | 3 | 100 |
| | II | English | English Paper II | U20EL2GEN02 | 3 | 3 | 100 |
| | III | Major Core – 3 | History of India from 712 to1526 C.E. | U20HI2MCT03 | 5 | 4 | 100 |
| | | Major Core – 4 | History of Tamil Nadu up to 1800 C.E. | U20HI2MCT04 | 5 | 3 | 100 |
| | | Major Core – 5 | Cultural Tourism in India | U20HI2MCT05 | 4 | 3 | 100 |
| | | Allied – 3 | Travel Agency and Tour Operators Business | U20HI2ACT03 | 4 | 3 | 100 |
| | IV | Skill Based Course (SBC) – 1 | Soft Skills Development | U20RE2SBT01 | 2 | 1 | 100 |
| | | Skill Based Course (SBC) – 2 | Sustainable Rural Development and Student Social Responsibility | U20RE2SBT02 | 2 | 1 | 100 |
| | | Industrial Relation | Introduction to Archaeology and Epigraphy | U20HI2IRT01 | 1 | 1 | 100 |
| | | Value Education | Ethics I / Bible Studies I/ Catechism I | U20VE2LVE01/ U20VE2LVB01/ U20VE2LVC01 | 1 | 1 | 100 |
| | | | Service Oriented Course | - | - | - | |
| | | | Internship / Field Work / Field Project 30 Hours - Extra Credit | U20SP2ECC01 | | 2(Extra Credit) | 100 |
| | | | Total | | 30 | 23+2 | 1000+100 |

(For Candidates admitted from the academic year 2020-21 onwards)
HOLYCROSSCOLLEGE(AUTONOMOUS)TIRUCHIRAPPALLI
SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
BA HISTORY
First Year - Semester – I

| | |
|---------------------|--|
| Course Title | MAJOR CORE: I HISTORY OF INDIA FROM PRE – HISTORY TO 712 CE |
| Total Hours | 90 |
| Hours/Week | 6 |
| Code | U20HI1MCT01 |
| Course Type | Theory |
| Credits | 5 |
| Marks | 100 |

General Objective: To enable the students to understand the important sites, territorial extension of empires and various dynasties.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Understand the Pre-historic culture ,Paleolithic, Neolithic, Chalcolithic, The Harappan Culture, Vedic Civilization, Early and Later Vedic Age, Epic period. |
| CO-2 | Analyse the Birth of new religions, Mahavira and his Principles, Gautama Buddha and his principles, Impact of new religions, Persian and Greek Invasions, and Impact of Foreign Invasions. |
| CO-3 | Evaluate the rise of Magadha Urbanisation, The Mauryan Empire, Asoka’s achievements and his contribution to Buddhism, Cultural Administration Development of the Mauryas, and decline of the Mauryas. |
| CO-4 | Understand the rise of Kushanas , Kanishka’s achievements, Mahayana Buddhism ,Cultural Development under Kushanas - Gandhara School of Art |
| CO-5 | Analyse Rise and fall of Gupta Empire, Administration, Art and Cultural development under the Guptas, Revival of Sanskrit, and decline of Gupta Empire. |
| CO-6 | Understand the The Age of Harsha - Harsha and Buddhism – Rajput & Culture - The Arab conquest of Sindh -Impact of Arab conquest - Causes for the End of Native Empire. |

Unit-I: Pre and Proto-Historic India

21Hrs

Geographical Settings - Sources - Pre-historic culture - Paleolithic, Neolithic, Chalcolithic - The Harappan Culture - Vedic Civilization - Early and Later Vedic Age - Epic period.

Extra Reading /Key word: Khandas, Varshas, Kharoshthi

Map: Important sites of Harappa culture

Unit-II: Age of Religious Movements and Foreign Invasions **21Hrs**
 Birth of new religions - Mahavira and his Principles - Gautama Buddha and his principles -
 Impact of new religions - Persian and Greek Invasions -Impact of Foreign Invasions.
Extra Reading /Key word Chaldean inscriptions, Pithecanthropus or Homo erectus
Map: Locate the important places related to Jainism and Buddhism.

Unit-III: Birth of Empires in North India **21Hrs**
 Rise of Magadha - Urbanisation - The Mauryan Empire - Asoka's achievements and his
 Contribution to Buddhism - Cultural Development and Administration of the Mauryas -
 Decline of the Mauryas– The Minor Dynasties –Satavahanas, Sungas, Kanvas, and Kalingas.
Extra Reading /Key word : Theravada, Mahayana and Vajrayana,
 Map: Spot the important sites of Buddhist Monuments and Pillar & Rock inscriptions of
 Asoka.

Unit-IV: The Great Empires of North India **21Hrs**
 The Rise of Kushanas–Kanishka's achievements, Mahayana Buddhism – Cultural
 Development under Kushanas–Gandhara School of Art – Rise and fall of Gupta Empire –
 Administration, Art and Cultural development under the Guptas– Revival of Sanskrit –
 Decline of Gupta Empire.

Extra Reading /Key word: Shaonaus Shoo, Bodhisattvas
Map: 1. Kanishka's Empire, **2.** Samudra Gupta's Southern Expedition

Unit-V: The Last Native Empire of North India **21Hrs**
 The Age of Harsha–Harsha and Buddhism – Rajput & Culture– The Arab
 conquest of Sindh – Impact of Arab conquest - Causes for the End of Native Empire.

Extra Reading /Key word: Shashanka, Taizong
 Map: Harsha's Empire.

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Explain the importance of Indian Geographical, the Vedic Civilization , Early Vedic, Later Vedic Age and Epic Period. | PSO 1 | U |
| CO-2 | Examine the principles of Mahavira, Gautama Buddha and the impact of new religions in the society. | PSO 2 | A |
| CO-3 | Argue the Asoka's achievements and his contributions to Buddhism, Cultural Development and Administration of the Mauryas and assess the decline of Mauryas | PSO 5 | E |
| CO-4 | Discuss the rise of kushanas, Mahayana Buddhism, Cultural Development under Kushanas, Gandhara School of Art and estimate the Rise and fall of Gupta Empire and Administration. | PSO 2 | U |
| CO-5 | Examine the rise and fall of Gupta Empire, Administration, Art and Cultural development under the Guptas, Revival of Sanskrit, decline of Gupta Empire. | PSO 1 | A |
| CO-6 | Explain the age of Harsha, the Arab Conquest of Sindh and the Impact of Arab conquest. | PSO 2 | U |
| CO-7 | To train the students for facing the Competitive Examinations | PSO-5 | U |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply; An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. Kosambi, D.D,(1992)The Culture and Civilization of Ancient, Vikas Publishing, New Delhi, India.
2. Majumdar.R.C. (2002)*An Advanced History of India*, Mac Millan, New Delhi.

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. NilakantaSastri, (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 .SathiyanaIyer R.,(1974)History of India Vol.I,Viswanathan Publication Pvt Ltd, Chennai.
7. Upinder Singh (2018)A History of Ancient and Early Medieval India, Pearson India Education Services Pvt Ltd, New Delhi.

(For Candidates admitted from the academic year 2020-21 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002
SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
BA HISTORY
First Year - Semester – I

| | |
|---------------------|---|
| Course Title | SMAJOR CORE: 2- INDIAN GEOGRAPHY |
| Total Hours | 75 |
| Hours/Week | 5 |
| Code | U20HI1MCT02 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective: To Enable the students to understand the Physical divisions and Natural Resources in India

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Understand the India's Location and Extent the Boundaries in the Earth and its LandForm, Climate and Rainfall. |
| CO-2 | Remember the NaturalResources of India especially the different types of Soil , Water resources Forest- Wildlife and Mineral Resources |
| CO-3 | Evaluate the importance of Physical features and the Divisions of Northern Mountains, Central Plains, Peninsular Uplands, Southern Coastal Plains and Islands |
| CO-4 | Understand the Economic Activities of India such as Agriculture, Horticulture, AnimalHusbandry and Fisheries and also the development of Industries and Transport &Communication |
| CO-5 | Analyse the Contemporary Scenario and the working of various Multi-Purpose Projects based on Natural Hazards like Earthquake, Flood, Cyclone, Drought, Famine, Landslide, Tsunami- Disaster Management. |
| CO-6 | Analyse the methods of preservation and causes for the Natural Calamities and Disaster Management |

Unit-I:Physical Setting

15Hrs

Location-Extent-Size-Boundaries-LandForms-Climate-Rainfall- Drainage.

Extra Reading /Key word: Topography, Equator, latitude, longitude

Unit-II: Natural Resources

15Hrs

Soil- Water- Forest- Wildlife- Energy- Mineral.

Extra Reading /Key word: Biotic & Abiotic resource , Tropical, Flora & Fauna

Unit-III: PhysicalDivisions

15Hrs

Northern Mountains- Central Plains- Peninsular Uplands- Southern Coastal Plains- Islands.

.Extra Reading /Key word : Peninsula plateau, Gangetic plain, metamorphic rocks

Unit-IV: EconomicActivities15Hrs

Agriculture-Horticulture-Animal Husbandry-Fisheries-Industry-Transport- Communication

Extra Reading /Key word: Sustainable production, perennial species, subsistence & mixed farming

Unit-V: Contemporary Scenario 15Hrs

Multi-Purpose Projects- Natural Hazards: Earthquake, Flood, Cyclone, Drought, Famine, Landslide, Tsunami- Disaster Management.

Extra Reading /Key word: landslides, volcanic eruptions, flash flood, hurricanes, avalanches, tropical Cyclone

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Explain the Location and boundaries of India in the Earth and the significance of Land Forms and the Climatic condition | PSO 1 | U |
| CO-2 | Analyse the importance of natural resources and forms of Soil- Water and Mineral resources | PSO 2 | A |
| CO-3 | Evaluate the major role of forests and Wildlife in India | PSO 5 | E |
| CO-4 | Discuss the Physical divisions and the significance of Himalayas and Coastal plains in India | PSO 2 | U |
| CO-5 | Analyse the difference between the agriculture and Horticulture and the Industrial development in India | PSO 1 | A |
| CO-6 | Examine the role of Multi-Purpose Projects related to the Disaster Management. | PSO 2 | A |
| CO-7 | Explain the causes for Natural Hazards and the effects of Earthquake, , Famine, Landslide and Tsunami- | PSO-5 | U |

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

TEXT BOOKS

1. Chopra (1958) *A Hand book of Geography*, car land publications, New Delhi,
2. Farooq A. Khan & Shabana Ashmi (2009) *Geography – world and India*, DGP Publications , Delhi,

BOOKS FOR REFERENCE

1. Mathur S., *Indian Geographical Facts*, Rupa & Co Publication, Delhi,
2. Siddhartha & Mukarjee .S. *Indian Industry-a Geographical perspective*, Kosalaya publications , 2006
3. R,C, Diwari *A geography of India*, Prayagpustak bhavan, Allahabad, 2010
4. Rajiv Ahin *Geography* (For the UPSC Examination)
5. Kanna .KK & Gupta V.K *Economic and commercial geography of India* Sultan Chaand and Sons , 2001

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002
SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
BA HISTORY

First Year - Semester – I

| | |
|---------------------|--|
| Course Title | ALLIED COMPULSORY - 1 BASICS OF TOURISM |
| Total Hours | 60 |
| Hours/Week | 4 HrsWk |
| Code | U20HI1ALT01 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

Course Objective: To enable the students understand the evolution and development of Tourism and to learn the various modes of transport and different methods of organization.

Course Objectives

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Remember the various meaning, definition and Scope of Tourism , Components and types of Tourism and the development of Travel in Ancient, Medieval & Modern period |
| CO-2 | Understand the Emergence of Modern Tourism and Travel Agencies. |
| CO-3 | Analyse the functions of various Tourist organizations such as Department of Tourism , India Tourism Development Corporation (I.T.D.C) , Tamil Nadu Tourism Development Corporation (T.T.D.C) and the Functions of Ministry of Tourism |
| CO-4 | Remember the various modes of transportations Rail, Water, Air and Road Transportation |
| CO-5 | Understand the Tourist Resources in India and Remember the Hills of Himalayas and Beaches of Goa and Marina |
| CO-6 | Evaluate the statement “ India, a land for all season for all reasons “ |

UNIT: I

Scope of Tourism

12Hrs

Meaning of Tourism -Definition of Tourism -Components of Tourism-Types of Tourism – Travel : Ancient, Medieval & Modern - Purpose of Tourism.

Extra Reading/Key Words : Pilgrimage, Business ,Health

UNIT : II**12Hrs****Emergence of Tourism as an Industry**

Emergence of Modern Tourism – Sir Thomas Cook – Mass Tourism – Travel Agency and Tour Package

Extra Reading/Key Words: Transportation, Air, Water, Road

UNIT : III**12Hrs****Development of Tourism**

Sargent Committee – Department of Tourism - - India Tourism Development Corporation (I.T.D.C) - Tamil Nadu Tourism Development Corporation (T.T.D.C) – Functions – Ministry of Tourism – Tourist Guide.

Extra Reading/Key Words: Travel Banglow, Concessions. National Highways.

UNIT :IV 12Hrs**Transportation**

Rail Transport - Water Transport - Air Transport - Road Transport .

Extra Reading/Key Words: IATA, SathapthiExpresss.

UNIT :V 12Hrs**Tourist Resources in India**

Hills : Himalayas – Beaches: Goa , Marina – Island: Andaman Nicobar - India, a land for all season for all reasons

Extra Reading/Key Words: Marina Beach, Goa Beach, Thottabetta, Kodaikanal

Course Outcomes:**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Explain the various meaning, definition and Scope of Tourism and the development of Travel in Ancient, Medieval & Modern period | PSO 1 | R |
| CO-2 | Explain the Emergence of Modern Tourism and Travel Agencies and Mass Tourism | PSO 1 | U |
| CO-3 | Compare the functions of various Tourist organizations of India Tourism Development Corporation (I.T.D.C) and Tamil Nadu Tourism Development Corporation (T.T.D.C) | PSO 6 | An |
| CO-4 | Describe the importance of various modes of transportations like Rail, Water ,Air , Road Transportation to Tourism. | PSO 7 | U |
| CO-5 | Explain the Tourist Resources in India and Remember the Hills of Himalayas and Beaches of Goa and Marina | PSO 1 | U |
| CO-6 | Estimate the significance of various tourist attractions in India and the role of climate to the development of Tourism in India. | PSO 7 | En |
| CO-7 | To make the students become travel agents and tour operators | PSO-7 | U |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply; An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. JagmohanNegi, (2004), International Tourism and Travel concepts and Principles, S. Chand and Company, Ltd., New Delhi.
2. Pradeep Kumar Johr, (2005), Encyclopaedia of Tourism in 21st Century, Anmol, Publications Pvt. Ltd, New Delhi.

BOOKS FOR REFERENCE

1. NafeesA.Khan, (2001), Development of Tourism in India, ,Anmol Publication, Pvt.Ltd., New Delhi.
2. Bhatia A.K., (2003), *Tourism Development*, Sterling Publishers, New Delhi.

(For Candidates admitted from the academic year 2020-21 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002
SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
BA HISTORY
First Year - Semester – I

| | |
|---------------------|--|
| Course Title | ALLIED COMPULSORY: 2 WOMEN'S STUDIES IN THE HISTORICAL PERSPECTIVES |
| Total Hours | 60 |
| Hours/Week | 4 HrsWk |
| Code | U20HI1ALT02 |
| Course Type | Theory |
| Credits | 3 |
| Marks | 100 |

General Objective: To enable the students to understand the scope and the importance of women's studies in the historical perspective with reference to the various stages of development and the position that women occupied in the patriarchal society

Course Objectives

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the nature, scope and importance of women's studies with relation to the contributions made by women to society and the Theories of Feminism. |
| CO-2 | Remember the position of women in Vedic periods with suitable highlights of famous Vedic women scholars, Later Vedic Period and Epic Period |
| CO-3 | Evaluate the impact of Buddhism and Jainism and its impact on women |
| CO-4 | Understand women's participation in pre-independence and revolutionary movements leading to the eradication of social evils Buddha's outlook towards women and Mahavira's outlook towards Women. |
| CO-5 | Remember the contributions made by women reformers with freedom and revolutionary movements for the eradication of social evils and the progress of women. |
| CO-6 | Analyze the role of Ramabai Ranade, Muthulakshmi Women Contributions of Indra Nooyi and Medha Patkar for women empowerment. |

UNIT : I Importance of Women's Studies & Feminist Theories

12Hrs

Nature, Scope and importance of Women's Studies - Introduction of Women's studies in the curriculum of colleges and universities - UNO's Response towards the emancipation of Women - The Contributions Women made for the Progress of the Society - Theories of Feminism.

Extra Reading/(Key Words): *Interdisciplinary, socialization and Internalization, Personal is Political, social inequalities, post structuralism*

UNIT: II Position of Women down the Ages **11Hrs**

Women in the Indus society - status, role in production, standards of fashion, and the shakti Cult- Women in the Early Vedic Period - Later Vedic Period - Epic Period-Ideal women in the Epics and Puranas - Sita Savitri - Draupati - Gandhari, Arundhati

Extra Reading/(Key Words):*Yagnavalkya, vidushis, Nagnika, Hindu Dharmashastra, Manu smriti*

UNIT:III Women in the Buddhist and the Jain Era **12Hrs**

Buddha's outlook towards women - Order of the Bhikkunis - some important Buddhist Women - Mahavira outlook towards Women - Jain Nuns - Women in the Sangam Period- Avvaiyar, KavarPendu, KakkaiPadiniyar, Nachiniyar, Perumkoopendu -Manimekalai.

Extra Reading/(Key Words):*BhikshuniSanghas, Queen Prabhavati, Bharti of mithila, Patriarchal society, sons of soil, AttiChudi, KonraiVentam, Ulaka-Niti, MuturaiNalvazhi, Nanneri, Niti-NeriVilakkam, Niti-Venba and Aranericharam.*

UNIT: IV Women in Medieval India **13Hrs**

Social customs - Sati, female infanticide, child marriage, Devadasi System, Dowry System, - Condition of Widows, Purdah system.- Women in administration: Queen Prabhavati Gupta, Queen Didda of Kashmir - Rudrambal, the Kakatya Queen Gangadevi Razia Begum-Rani Mangammal - AghalyabaiHolker, NurJehan - MumtajMahal -Chand Bibi Some heroic women - Samyogita, Padmini of Chittor, Jijabai and Tarabai -Women religious devotees: Mira Bai- Zeb-un- Nisha

Extra Reading/(Key Words):*TirumangaiAlvar, Dark age, polygamy, Sahagaman, Domingo Paes,*

UNIT:-V **12Hrs**

Women Social Reformers of the 19th& 20th Century:

Women Contributions to women's progress - PanditaRamabai - Maharani Tapasvini - SwarnaKumari Devi - Rani Swarnamughi - RamabaiRanade-Dr.MuthulakshmiReddy- Meenakshi -IndraNooyi- MedhaPatkar.

Extra Reading/(Key Words):*corruption and transperancy, Narmada BachaoAndolan, AmachyaAyushyatilAthavani, Sevasadan, World Economic Forum*

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

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Describe the importance of Women's studies and reason out why Women's studies was introduced in academia and the contribution of UNO towards women emancipation. | PSO 2 | R |
| CO-2 | Critically analyse the status of women with examples of ideal women in ancient and Vedic periods. | PSO 4 | U |

| | | | |
|------|---|-------|----|
| CO-3 | Estimate the status given to women in Buddhism and Jainism. | PSO2 | R |
| CO-4 | Discuss the social customs that existed in the medieval times citing references and highlight the exceptional women administrators of medieval time. | PSO 4 | An |
| CO-5 | Recall the contributions made by women reformers with freedom and revolutionary movements for the progress of women emancipation and administration in the 19 th and 20 th century. | PSO 4 | E |
| CO-6 | Compare and Interpret the role of women in public sphere. | PSO 2 | An |

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

TEXT BOOKS

1. SubbammaMalladi ,(1998),Hinduism and Women, Ajanta Publications, New Delhi 4.Vijaykaushik &Belarani,(1998).Indian Women Through Ages, Sharma Sarup&sons, New Delhi,
- 2 . Indra Gandhi , (2001),The Story of Women, Indian Book Company , New Delhi,

BOOKS FOR REFERENCES

- 1 PadminiSengupta,(1955).Everyday Life in Ancient India, Oxford University Press, Londo Altaker , (1987)Position of Women in Hindu Society, New Delhi ,.
2. Desai Nera&KrishnaRaj(1997), Women and Society in India, Maithreyi& Ajanta publications, New Delhi,

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI
SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
BA HISTORY
First Year - Semester – I

| | |
|---------------------|---|
| Course Title | MAJOR SKILL BASED ELECTIVE - MUSEOLOGY |
| Total Hours | 30 |
| Hours/Week | 2 |
| Code | U20MSBCT01 |
| Course Type | Theory |
| Credits | 2 |
| Marks | 100 |

General Objective

To enable the student, understand the science or practice of organizing, arranging, and managing museums, its functions and the role played by these institutions in protection of heritage of a region for educating the general public.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the definition and objectives of Museology |
| CO-2 | Analyse the History of Museums |
| CO-3 | Remember various types of Museums, and understand peculiarities of National, Regional and State specific museums. |
| CO-4 | Evaluate the Functions of Museums and understand various techniques employed by museums in conservation and preservation of its artefacts. |
| CO-5 | Conduct a study of select museums in India to analyse its peculiarities and specifications. |

Unit 1 – Definition and History of Museology

Museology Definition – Objectives – History of Museums: From Ancient period to the development of Modern General Public Access Museums

Key words : *Ashmolean Museum, Cabinets of Curiosity, Louvre’s Museum, Ole Worm*

Unit II – Types of Museums

Archaeological Museums – Art Museums – Living History Museums – Natural History Museums – Encyclopaedic Museums – Maritime Museums – Agricultural Museums – Military and War Museums – History House Museums – Children’s Museums

Key Words: *Anthropology, Museo Castillo Serrallés, Amerbach-Cabinet*

Unit III – Functions of Museums

Functions of Museum – Conservation- Preservation Techniques – Storage – Education – Research
Key Words: *Euthanizing, Stabilization, Restoration, NPS Management Policies*

Unit IV - Museum related Organizations

International Council of Museums – International Committees on Museum Specialties – Museums Association of India – Indian Museums in the promotion of Tourism

Key Words: *World Intellectual property organization, Code of Ethics for museums, Journal of Indian Museums*

Unit V – Select Museums of India

Study of select museums in India – Indian Museum, Kolkata – National Museum, Delhi – Government Museum, Chennai – Salar Jung Museum, Hyderabad – Local Museum, Thiruchirappalli

Key Words: *Asiatic Society of Bengal, Nawab Mir Yousuf Ali Khan, Rani MangammalMahal*

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|---------------|---|-----------------------|------------------------|
| CO-1 | Elaborate the history of Museums | PSO2 | R |
| CO-2 | Discuss on peculiarities of various kinds of museums | PSO1 | U |
| CO-3 | Analyse the preservation techniques and conservation methods used in museums. | PSO2 | An |
| CO-4 | Categorize the functions of museums in terms of storage, education and research | PSO1 | E |
| CO-5 | Critically analyse the contributions of international and national organizations in promotion of museums and related possibilities of promoting tourism | PSO2 | An |
| CO-6 | To make the students open to a new discipline which will definitely aid them in selection of future selection of a profession. | PSO2 | Ap |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyze; E- Evaluate; C – Create

TEXT BOOKS

1. D.P. Ghosh, *Studies in Museum and Museology in India*, Indian Publications; First Edition, 1968
2. Nick Prior, *Museums and Modernity: Art Galleries and the Making of Modern Culture*, Berg, **2002**

BOOKS FOR REFERENCE

1. Dr. V. Jeyaraj, *Museology – heritage management*, Sea waves Printers, Chennai – 86, 2005
2. Manvi Seth, *Of Muses, Museums & Museology*, National Museum Institute (Deemed University), New Delhi Shubhi Publications Gurugram– India, 2018
3. Ward, Phillip R. *The Nature of Conservation, A Race Against Time*. Santa Monica, CA: TheJ. Paul Getty Institute, 1986.

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002
SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
BA HISTORY
First Year - Semester – II

| | |
|---------------------|--|
| Course Title | MAJOR CORE:3- HISTORY OF INDIA 712 TO 1526 CE |
| Total Hours | 75 |
| Hours/Week | 5 |
| Code | U20HI3MCT03 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective: To Enable the students to understand the foundation of Turkish rule in India.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Understand the Sources of Alberuni, Kalhana and foundation of Turkish rule by Muhamud of Ghazni and Muhamud of Ghor. |
| CO-2 | Understand the Comparative study on Muhamud of Ghazni and Muhamud of Ghor - Circumstances for therise of Delhi Sultanate. |
| CO-3 | Analyse the administration and reforms of Qutub-ud-din Aibak, Iltutmish ,Raziya Begum ,Balban, The Mongols, Successors of Balban. |
| CO-4 | Understand the rule of Jalal-ud-din FirozKhilji, Ala-ud-din Khilji and Territorial Expansion of Malik Kafur's and his South Indian Expeditions. |
| CO-5 | Analyse the Ala-ud-din KhiljiCentral Administration, Economic Policies and Market Regulations and his Successors. |
| CO-6 | Understand the political, social condition of Mohammud-bin-Tughluq,Firuz Shah Tughluq ,Sayyid dynasty, Lodi dynasty ,Administration of the Sultanate, Art and Architecture under the Sultans, Literary development under Sultans. |
| CO-7 | Analyse the Bhamini Kingdom, The Vijayanagar Empire, Krishnadeva Raya - Impact of Society and Economic condition |
| CO-8 | Evaluate the Bhakthi Movement and Sufism in India |

Unit-I: Foundation of Turkish rule in India

21Hrs

Sources - Records of Alberuni - Kalhana - Muhamud of Ghazni - Muhamud of Ghor - Comparative study on Muhamud of Ghazni and Muhamud of Ghor - Circumstances for the rise of Delhi Sultanate.

Extra Reading /Key words: Kitab-ul-Yamini, Kitab-ur-Rahla

Map: Locate and explain important historical places related to Muhamud of Ghor.

Unit-II: Slave Dynasty

21Hrs

Qutub-ud-din Aibak - Iltutmish - Raziya Begum - Balban - His Reforms - The Mongols

- Successors of Balban.

Extra Reading /Key words: Chauhan, Tomara, Ghurid

Map: the extent of empire of Balban.

Unit-III: Khilji Dynasty

21Hrs

Jalal-ud-din FirozKhilji - Ala-ud-din Khilji - Territorial Expansion - Malik Kafur's South Indian Expeditions - Central Administration - Economic Policies - Market Regulations - Successors of Ala-ud-din Khilji.

Extra Reading /Key words:Rana Rattan Singh, Mubarak Shah

Map: Empire of Ala-ud-din Khilji

Unit-IV: Tughluq, Sayyid and Lodi Dynasties

21Hrs

Mohammud-bin-Tughluq - Firuz Shah Tughluq - Sayyid dynasty - Lodi dynasty - Administration of the Sultanate - Art and Architecture under the Sultans - Literary Development under Sultans.

Extra Reading /Key words:Sharia, Halakhic Courts

Map: Empire of Mohammud-bin-Tughluq

Unit-V: Deccan Powers and Impact of Muslim rule in India

21Hrs

The Bhamini Kingdom - The Vijayanagar Empire - Krishnadeva Raya - Impact of Society - Economic condition - Impact on cultural aspects - Bhakthi Movement and Sufism.

Extra Reading /Key words: Domingo Paes, FernaoNunes,Nicolo Da Conti

Map: Empire of Krishnadevaraya.

Course Outcomes

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Explain the importance of Sources of Alberuni, Kalhana and foundation of Turkish rule by Muhammad of Ghazni and Muhamud of Ghor and their reforms and its impact on society. | PSO 1 | U |
| CO-2 | Explain the Comparative study on Muhamudof Ghazni and Muhamud of Ghor and Circumstances for the rise of Delhi Sultanate and its impact. | PSO 2 | U |
| CO-3 | Examine the administration and reforms of Qutub-ud-din Aibak, Iltutmish ,Raziya Begum ,Balban, The Mongols, Successors of Balban and their its impact. | PSO 5 | A |
| CO-4 | Explain the reforms of Jalal-ud-din FirozKhilji, Ala-ud-din Khilji and Territorial Expansion of Malik Kafur's and his South Indian Expeditions. | PSO 5 | U |
| CO-5 | Examine the Ala-ud-din KhiljiCentral Administration, Economic Policies and Market Regulations and his Successors. | PSO 1 | A |
| CO-6 | Discuss the political, social condition of Mohammud-bin-Tughluq, Firuz Shah Tughluq, Sayyiddynasty,Lodi dynasty ,Administration of the Sultanate, Art and Architecture under the Sultans,Literarydevelopment under Sultans. | PSO 2 | U |
| CO-7 | Examine theBhamini Kingdom, The Vijayanagar Empire, Krishnadeva Raya - Impact of Society and Economic condition | PSO 5 | A |
| CO-8 | Estimate the Bhakthi Movement and Sufism in India | PSO 2 | E |

| | | | |
|------|--|-------|---|
| CO-9 | To make the students to prepare for competitive examinations | PSO-5 | U |
|------|--|-------|---|

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

TEXT BOOKS

1. Satish Chandra, (2004) Essays On Medieval Indian History, Oxford Publishers, New Delhi
2. Satish Chandra,(2008)Religion, State and Society in Medieval India, Oxford Publisher, New Delhi.

BOOKS FOR REFERENCE

1. Lane pole, (1993)Medieval India, Haskell House Publication, USA.
2. John F. Richard, (1996) The New Cambridge History of India, Cambridge University Press, London.
3. Majumdar, R. C. (2002) An Advanced History of India, Macmillan, New Delhi.
4. Vincent A. Smith, (2002) the Oxford History of India, OUP, New Delhi.
5. Bakshi, S. R., (2002)Advanced History of Medieval India, Anmol Publication, New Delhi
6. Krishna Reddy, (2003) Indian History, Tata McGraw-Hill, New Delhi.
7. S.P., (2004) Landmarks in Indian History (part – II From the Advent of Islam to Indian Independence), Dominant Publishers and Distributors, New Delhi.

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS)TIRUCHIRAPALLI-620002
SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
BA HISTORY

First Year - Semester – II

| | |
|---------------------|--|
| Course Title | MAJOR CORE 4: HISTORY OF TAMIL NADU UPTO 1800 CE. |
| Total Hours | 75 |
| Hours/Week | 5 HrsWk |
| Code | U20HI2MCT04 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective:

To make the Student understand the geography, pre - history and history of Tamil Country through the rule of various dynasties.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the Sangam age, various sources to study the Sangam Age and the political ,social, economic and cultural conditions of the Sangam age |
| CO-2 | Analyze the origin of Pallavas and their contribution to art, architecture and literature. |
| CO-3 | Understand the age of Imperial Cholas and the administrative set up of Imperial Cholas. |
| CO-4 | Understand the importance and features of Nayak rule in Tamil Nadu |
| CO-5 | Analyze the reasons for the advent of Islam and European sin Tamil Nadu, |
| CO-6 | Evaluate the factors responsible for the rise of Carnatic wars and the revolt of poligars |

Unit I

15Hrs

Age of the Sangam

Age of the Sangam – Sources - Political, social, economic and cultural conditions – Post Sangam: Kalabhras.

Extra Reading /Key Words: Pre- Historic period, Geographical condition. Sangam Literature, Dark Age

Unit II

15Hrs

Tamil Nadu between 600 A.D and 900 A.D

Tamil Nadu between 600 A.D and 900 A.D.; Origin of Pallavas; MahendraVarman – Narsimhavarman – Pallava – Chalukya conflict – contribution of Pallavas to art, architecture and literature – Bhakthi movement.

Extra Reading /Key Words: Dravidian Style, Nagara Style, Vesara Style, Revival of Hinduism

Unit III**15Hrs****The Age of Imperial Cholas**

The age of Imperial Cholas – Rajaraja I, Rajendra I, Kulottunga I – Chola administration – Literature, art, architecture and religion.

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

Unit IV**15Hrs****Later Pandyas**

Later Pandyas – Their relationship with the Cholas and Sri Lanka - Advent of Islam in Tamilnadu – Sultanate of Madurai – Tamil country under Vijayanagar rule – Kumara Kampana – Nayaks of Madura - Marathas of Tanjore.

Extra Reading /Key Words: Nayakdom, Poligar System, Susidiary Alliance

Unit V**15Hrs****The Advent of the Europeans**

The advent of the Europeans – Carnatic wars – Kattabomman – Polygar revolts and Maruthu Brothers – Fall of the Polygars.

Extra Reading /Key Words: Anglo-French Rivalry, Anti-British Feeling, Native Resistance

Course Outcomes:**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Describe the socio economic cultural and political condition of Sangam age. | PSO 2 | U |
| CO-2 | Compare the development of art and architecture under Pallavas and the Imperial Cholas. | PSO 1 | An |
| CO-3 | Compare the administrative system of Cholas to the present day administration of the governments. | PSO 1 | An |
| CO-4 | Explain the political condition of Tamil Nadu under the rule of Nayaks. | PSO 5 | U |
| CO-5 | Critically analyze the advent of Europeans into Tamil Country. | PSO 5 | An |
| CO-6 | Assess the Anglo- French rivalry and the impact of Carnatic wars in the history of Tamil Country. | PSO 1 | An |
| CO-7 | Evaluate the resistance of poligars against the British. | PSO 1 | E |
| CO-8 | To make the students to prepare for competitive examinations | PSO-5 | U |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply;An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. Nilakanta Sastri. K.A. , (2002), History of South India, Oxford Publishers, Chennai.
2. Subhramanian,N., (1999),Social and Cultural History of Tamil Nadu,Udumalpet.

BOOKS FOR REFERENCE :

1. K. Rajayyan , (1958),History of Tamilnadu, I & II, Ratna Publishers, Madurai.
2. T.V. SadasivaPandarathar, (1990),CholarVaralaru (in Tamil), Kudal Publishers, Kumbakonam.
- 3.M. Rajamanickam, (1998), CholarVaralaru (in Tamil) ,Rajamanikanar Research Centre,Trichy.
- 4.Pillai K.K. , (2002), TamilagaVaralarumPanpadum (in Tamil) ,Fly bird Publishers, Chennai.
- 5 . Devanesan, A. (2004),History of Tamil Nadu, Marthandam,.
6. Rajayyan, K., (2005), Real History of Tamil Nadu, Ratna Publishers, Madurai.

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002

SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
BA HISTORY
First Year - Semester – II

| | |
|--------------|--|
| Course Title | MAJOR CORE-5 - CULTURAL TOURISM IN INDIA |
| Total Hours | 60 |
| Hours/Week | 4HrsWk |
| Code | U20HI2MCT05 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective: To enable the cultural heritage, traditions and to know the major attraction of India.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|--------|--|
| CO-1 | Understand the geographical components and the various Types of Tourism |
| CO-2 | Analyse the functions of various Tourist Organizations of ITDC, NTO & TTDC |
| CO-3 | Remember the motivation for travel and the growth of infrastructure. |
| CO-4 | Analyse the development of tourism through the tradition and culture of India |
| CO-5 | Understand the major tourist attractions and the facilities of transport and accommodation |

Unit I

12 Hrs

Types of Tourism

Definitions – Geography of Tourism – Cultural, Historical, Sports and Adventure, Health and Business Tourism, Ethnic Tourism, Heritage Tourism and Eco Tourism.

Extra Reading /Key words: *concepts, management, environmental protection*

Unit II

12Hrs

Tourism Organizations

Tourism Organizations in India, Role and Significance of various Agencies in promoting Tourism education

Extra Reading /Key words: *Advancement, operations, Ad-hoc committee & Sargent Committee*

Unit III**12Hrs****Planning and Growth of Tourism in Tourism**

Emergence of Mass Tourism in India, Causes, History of Travel, Motivations for Travel, Role of Indian Government in promoting Tourism, Ministry of Tourism –Tourism Policy and Growth of tourist infrastructure.

Extra Reading / Key words: *Newpolices, promotion techniques, Thomascooke, holidays with pay act*

Unit IV**12Hrs****Tourism Products**

Fairs, Festivals, Culinary Traditions, Crafts Meals, Emporia, Folklores and traditions of the states of South, Eastern and Central India – Classical Traditions of Music and Dance of India – Performing Arts and Yoga.

Extra Reading / Key words: religious, ruined arts, Kumbha mela, museums in India

Unit V**12Hrs****Facilities and Attraction**

Major tourist Centers, Infra – structural facilities and attraction – Factors promoting and affecting Tourism – Future of Tourism-Transport-Accommodation.

Extra Reading / Key words: *Aircrafts, modern amenities, Inns & Motels*

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

Course Outcomes:

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Explain the various types of Tourism and basic components in India | PSO 2 | U |
| CO-2 | Evaluate the functions of Tourist Organisations in India | PSO 3 | E |
| CO-3 | Discuss the Planning & Growth of Tourism in India | PSO 2 | U |
| CO-4 | Explain the Product of Tourism in India | PSO 2 | U |
| CO-5 | Analyse the facilities of Transportation & Accommodation | PSO 4 | An |
| CO-6 | Explain the role of fairs and festivals of India | PSO 4 | U |
| CO-7 | Analyze the factors promoting and affecting tourism. | PSO 4 | An |
| CO-8 | Examine the functions Transport and Accommodation | PSO 3 | U |

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

TEXT BOOKS

1. Basham A.L.,(1999) (ed.), A Cultural of History of India, Oxford University Press, New Delhi
2. Basham A.L.(2001) 3rd edition, The Wonder That was India 3rd edition London

BOOKS FORREFERENCES

1. Agarwal V.S(1998)., The Heritage of Indian Art, Publications divisions, Govt. of India, New Delhi.
2. Seth PranNath,(1998) Fundamentals in Tourism, Sterling publications, New Delhi
3. Davison Rob(2000) Tourism Pitman, London

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002
SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
BA HISTORY
First Year - Semester – II

| | |
|---------------------|---|
| Course Title | ALLIED COMPULSORY:3- TRAVEL AGENCY AND TOUR OPERATORS BUSINESS |
| Total Hours | 60 |
| Hours/Week | 4HrsWk |
| Code | U20HI2ALT03 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective:

To study the organizational structure of a travel agency and the role of tourist offices for the development of tourism in India

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Understand the meaning and the functions of Organizational Structure, Travel Agencies responsibilities, Transports, Tour Operators and Commission . |
| CO-2 | Remember the procedure to establish Tourist offices in India, Abroad for development of tourism |
| CO-3 | Remember the role of tourist offices in India for development of International tourism, Ministry of Tourism |
| CO-4 | Remembers the role of various modes of transportation for the development of tourism. |
| CO-5 | Analyze the growth of Rail, Road and Water transport, Concession, Travel Agencies booking tickets . |
| CO- 6 | Analyze the growth of facilities in Air Transports. Its Authorities and Computerized Reservation System |
| CO-7 | Analyze the functions of various Air organizations. |
| CO - 8 | Evaluate the Star categorization of Hotels , Chains of Hotel in India and the importance of FHRAI |

UNIT – I : Meaning & Definition of Tourism

12Hrs

Definition, main functions, organizational – structure of a travel agency and the tour operators. Different types of travel agents and their responsibilities. Procedures for becoming a travel agent and tour operator in India – commission – link with tourist, transport.

Extra-Reading / Key words: *Role of travel agencies, Tourist guides, Itinerary for tour*

UNIT – II : Tourist Offices in India**12Hrs**

Tourist offices in India – function – tourist overseas offices and function – criteria for opening – overseas offices – ministry of tourism – Travel Corporation of India – tourism development corporation of India. (T.T.D.C.) .Tamilnadu tourism Development Corporation and its functions.

Extra-Reading / Key words:Regional offices, Department of Tourism, Facilities for International tourists regards accommodation

UNIT – III : Tourist Transport in India**10Hrs**

Tourist transport – road transport in India .Indian Railways.Its organization – booking andconcession. Indrial pass – palace on wheels. Travel by sea – role of travel agents and theirbusiness in tourist transport.

Extra-Reading / Key words: Euro pass, travel in deserts, E-booking of tickets and reservation

UNIT – IV : Air Travel and Tourism**14Hrs**

Air travel and tourism – IATA – ICAO – scheduled and charter Airlines – excursion fares. Civil Aviation in India – Air India – Indian Airlines – vayudatt – Pawan Hans – International Airport Authority of India (IAAI) AND National Airport Authority of India (NAAI) Air Taxies Operations (ATOC) Ticketing – (airlines) computerized Reservation system(crs) multi access – frequent flying programmes. A case history of a successful airlines.

Extra-Reading / Key words:Domestic & International air travel, Travel and Tour courses, Online information about flight schedules

UNIT – V : Accommodation**12Hrs**

Accommodation – the new hotels – hotel operation – new accommodation concepts – condominium hotels – hotel management – Hoteliering in India – major Indian chains – FHRAI (Federation of hotels and Restaurants Associations of India). A case history of a successful – hotel group in India.

Extra-Reading / Key words:Inns, Travelers' bungalow, Asoka &Oberoi group of Hotels

Course Outcomes:**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Discuss composition and functions of Travel Agencies which make the students to understand the procedures for setting the Travel agency. | PSO6,7 | R, U |
| CO-2 | Explain the various steps involved to become a tour Operator | PSO 7 | R |
| CO-3 | Describe the role and functions of Tourist offices for the development of the domestic and international tourism. | PSO 7 | An |
| CO-4 | Summarize the modes of transportation used in domestic and international tourism. | PSO1,7 | E |
| CO-5 | Analyze the methods of bookin tickets and theusefulness of concession in Transportation. | PSO 6,7 | An |
| CO-6 | Estimate the contribution of Air transportation to the development of the International Tourism. | PSO 7 | U |
| CO-7 | Analyze the composition and functions of Air organizations in India. | PSO 7 | R, An |
| CO-8 | Examine the promotion of Hotels and their contribution to tourism development in India. | PSO 7 | U |
| CO-9 | To make the students to start Travel Agencies and become travel agents and tour operators | PSO-7 | U |

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

TEXT BOOKS

1. Bhatia A.K. (2012), The Business of Travel Agency and Tour Operations Management, Sterling Publishers Pvt.Ltd; New Delhi.
2. Jagmohan Negi, (2004), International Tourism and Travel concepts and Principles, Chand & Company Ltd, New Delhi.

BOOKS FOR REFERENCE:

1. Agarwal V.S(1998)., The Heritage of Indian Art, Publications divisions, Govt. of India New Delhi.
2. Basham A.L.,(1999) (ed.), A Cultural of History of India, Oxford University Press, New Delhi
3. Davison Rob(2000) Tourism Pitman, London
4. Nafees A.Khan, (2001), Development of Tourism in India, ,Anmol Publication, Pvt.Ltd., New Delhi.
5. Prannath Seth (2000) India, Traveler’s Companion, Sterling Publishers Pvt. Ltd., New Delhi



HOLY CROSS COLLEGE (AUTONOMOUS)

Affiliated to Bharathidasan University
Nationally Accredited (4th Cycle) with 'A ++' Grade by NAAC (with 3.75 CGPA)
College with Potential for Excellence.
Tiruchirappalli - 620002

PG AND RESEARCH DEPARTMENT OF HISTORY Programme: B.A HISTORY 2020-21

| PO No. | Programme Outcomes <i>Upon completion of the B.A Degree Programme, the graduate will be able</i> |
|--------|---|
| PO-1 | Acquire skills needed for civil service aspirants (UPSC, TNPSC, IAS, and IPS). |
| PO-2 | Develop Knowledge to become Lawyers. |
| PO-3 | Receive training in pedagogy, research skills so as to become well equipped and qualified teachers. |
| PO-4 | Obtain qualitative training needed for Public Administration, Human Resources and Management to get placements in public and private sectors. |
| PO-5 | Develop perspectives in historical, political concepts and perspectives nationally and globally so as to become socially responsible citizens |
| PO-6 | Develop the skills to become tour Operators and Tourist guides. |

| PSO No. | Programme Specific Outcomes <i>Upon completion of these courses the student would</i> |
|---------|--|
| PSO-1 | Obtain basic understanding in political & administrative history at local, regional national and global levels which make the learner to understand the current political scenario. |
| PSO-2 | Become aware of the ideological concepts Socio – Economic and cultural aspects with relation to Revolutions, World wars, Movements and foreign policies to face competitive examinations |
| PSO-3 | Learn to identify the contributions various countries, forms of government, administrative methods and Public Administration which offers employment opportunities. |
| PSO-4 | Obtain sensitization on various views, perspectives and contributions of women's studies down the ages women empowerment, mechanism of human rights and rights of vulnerable groups to help the learner to lead a better life. |
| PSO-5 | Develop the skills needed to pursue competitive examination which enhances the job opportunities. |
| PSO -6 | Identify the various forms of personnel administrative and exhibit managerial skills, types of management organization to equal them to |

| | |
|---------|---|
| | receive placements in any companies, firms and managerial positions. |
| PSO – 7 | Learn the Travel formalities, ticketing and the organization and functions of Travel Agencies which develop entrepreneurial skills in the learner. |
| PSO – 8 | Assess the historical background of the development of science and technology, the contribution of various scientists and their inventions which is closely associated in our life. |

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI – 620002

PG AND RESEARCH DEPARTMENT OF HISTORY

UG COURSE PATTERN

(For Candidates admitted from June 2018 onwards)

B.A. HISTORY

Semester-1

| Semester | Part | Course | Title of the Course | Code | Hours/Week | Credits | Marks | |
|----------|------|--------------------------|--|---|------------|-----------|-------------|------------|
| I | I | Language | Tamil Paper I/ Hindi Paper I/ French Paper I | U18TL1TAM01/ U18HN1HIN01/ U18FR1FRE01 | 5 | 3 | 100 | |
| | II | English | English Paper I | U18EL1GEN01 | 6 | 3 | 100 | |
| | III | Major Core – 1 | History of India from Pre-History to 712 CE | U18HI1MCT01 | 7 | 5 | 100 | |
| | | Allied – 1 | Basics of Tourism | U18HI1ACT01 | 4 | 4 | 100 | |
| | | Allied – 2 | Women Studies in the Historical Perspectives | U18HI1ACT02 | 4 | 3 | 100 | |
| | | MSBE -1 | Museology | U20HI1SBT01 | 2 | 1 | 100 | |
| | IV | Environmental Studies | Environmental Studies | U18RE2EST01 | 1 | 1 | 100 | |
| | | Value Education | Ethics I/ Bible Studies I/ Catechism I | U18VE2LVE01/ U18VE2LVB01/ U18VE2LVC01 | 1 | | 100 | |
| | | | Internship / Field Work / Field Project 30 Hours | U18SP1ECC01 | | 1 | 100 | |
| | | Service Oriented Course | | | - | | 1 | |
| | | Total | | | | 30 | 22+2 | 900 |

Semester-II

| Semester | Part | Course | Title of the course | Code | Hours/Week | Credits | Marks |
|----------|------|-------------------|---|---|------------|---------|-------|
| II | I | Language | Tamil Paper II/ Hindi Paper II/ French Paper II | U18TL2TAM02/ U18HN2HIN02/ U18FR2FRE02 | 5 | 3 | 100 |
| | II | English | English Paper II | U18EL2GEN02 | 6 | 3 | 100 |
| | III | Major Core – 3 | History of India from 712 to 1526 C.E. | U18HI2MCT02 | 5 | 4 | 100 |
| | | Major Core – | History of Tamil | U18HI2MCT03 | 5 | 4 | 100 |

| | | | | | | | |
|-----------|----------------------------|--------------------------------|--|--|-----------|-----------|----------------|
| | | 4 | Nadu up to 1800 C.E. | | | | |
| | | Allied – 3 | Travel Agency and Tour Operators Business | U18HI2ACT03 | 4 | 4 | 100 |
| IV | | SBE- 1 | Soft Skills Development | U18RE2EST01 | 2 | 2 | 100 |
| | | SBE – 2 | Sustainable Rural Development and Student Social Responsibility | U18HI2SBT02 | 2 | 2 | 100 |
| | | Value Education | Ethics I / Bible Studies I/ Catechism I | U18VE2LVE01/ U18VE2LVB01/ U18VE2LVC01 | 1 | 1 | 100 |
| | | Service Oriented Course | - | - | - | | |
| | Industrial Relation | | Introduction to Archaeology and Epigraphy | U19HI2ICT01 | 1 | 1 | 100 |
| | | | Internship / Field Work / Field Project 30 Hours | U18SP2ECC01 | | 1 | 100 |
| | Total | | | | 30 | 24 | 900+100 |

Semester-III

| Semester | Part | Course | Title of the course | Code | Hours/ Week | Credits | Marks |
|-----------------|------------------------|---------------------------|---|--|--------------------|----------------|--------------|
| III | I | Language | Tamil Paper III/ Hindi Paper III/ French Paper III | U18TL3TAM03/ U18HN3HIN03/ U18FR3FRE03 | 5 | 3 | 100 |
| | II | English | English Paper III | U18EL3GEN03 | 6 | 3 | 100 |
| | III | Major Core- 4 | History of India from 1526 to 1707 C.E. | U18HI3MCT04 | 5 | 5 | 100 |
| | | Major Core - 5 | History of Tamil Nadu from 1801 to 1967 C.E | U18HI3MCT05 | 5 | 5 | 100 |
| | | Allied Optional -4 | Modern Governments I / An Overview on History of India from Pre History to 1707 C.E. | U18HI3AOT04 U18HI3AOT07 | 4 | 3 | 100 |
| | | SBE 3 | Computer Literacy for History | U19HI3SBT03 | 2 | 2 | 100 |
| | | IV | | Gender Studies | U18GS6GST01 | 1 | 1 |
| | Value Education | | Ethics II / Bible StudiesII/ | U18VE2LVE02/ U18VE2LVB02/ | 1 | | 100 |

| | | | | | | |
|--|--|---|--------------------|-----------|-----------|----------------|
| | | Catechism II | U18VE2LVC02 | | | |
| | | Service Oriented Course | | | 1 | |
| | | Internship / Field Work / Field Project 30 Hours | U18SP3ECC01 | | 1 | 100 |
| | | Total | | 30 | 24 | 800+100 |

Semester-IV

| Semester | Part | Course | Title of the course | Code | Hours/Week | Credits | Marks |
|-----------------|-------------|----------------------------|--|--|-------------------|----------------|--------------|
| IV | I | Language | Tamil Paper IV/ Hindi Paper IV/ French Paper IV | U18TL4TAM04/ U18HN4HIN04/ U18FR4FRE04 | 5 | 3 | 100 |
| | II | English | English Paper III | U18EL4GEN04 | 6 | 3 | 100 |
| | III | Major Core -6 | History of India from 1707 to 1857 C.E. | U18HI4MCT06 | 5 | 5 | 100 |
| | | Major Elective -1 | Human Rights | U18HI4MET01 | 5 | 5 | 100 |
| | | Allied Optional -5 | Public Administration | U18HI4AOT05 | 4 | 3 | 100 |
| | | Allied Optional - 6 | Modern Governments II/ An Overview on History of India from 1707 to 1947 C.E. | U18HI4AOT06 U18HI4AOT08 | 4 | 3 | 100 |
| | IV | Value Education | Ethics II / Bible Studies II/ Catechism II | U18VE2LVE02/ U18VE2LVB02/ U18VE2LVC02 | 1 | 1 | 100 |
| | | | Internship / Field Work / Field Project 30 Hours | U18SP4ECC01 | | 1 | 100 |
| | | | Service Oriented Course | | | 1 | 100 |
| | | | Total | | 30 | 24 | 900 |

| SEMESTER V | | | | | | |
|--------------------|--------------------|---|---|-------------|-------------|----------------|
| V | Major Core -7 | Contemporary History of India from 1947 to 2004 C.E | U17HI5MCT07 | 5 | 4 | 100 |
| | Major Core – 8 | Introduction to Historiography | U15HI5MCT08 | 5 | 4 | 100 |
| | Major Core – 9 | History of United States of America 1776-1964 C.E | U15HI5MCT09 | 5 | 4 | 100 |
| | Major Core -10 | World History- I 1453 to 1788 CE. | U15HI5MCT10 | 5 | 4 | 100 |
| | Major Elective-2 | Indian Constitution / Civil services in India-History & Scope | U15HI5MET02 | 5 | 4 | 100 |
| | NME-1 | Places of Tourist Interest in India | U15HI5NMT01 | 2 | 2 | 100 |
| | SBE - 4 | Online Course-MOOCs | U15HI5SBT04 | 2 | 2 | 100 |
| | | Internship / Field Work / Field Project 30 Hours | U18SP5ECC01 | | 1 | 100 |
| | Value Education | Ethics III / Bible Studies III/ Catechism III | U18VE2LVE03/ U18VE2LVB03/ U18VE2LVC03 | 1 | | 100 |
| | | Total | | 30 | 24 | 800+100 |
| SEMESTER VI | | | | | | |
| VI | Major Core -11 | World History – II 1789 to 1945 CE | U15HI6MCT11 | 6 | 5 | 100 |
| | Major Core – 12 | History of Science And Technology | U15HI6MCT12 | 6 | 5 | 100 |
| | Major Core -13 | Intellectual History of Modern India | U15HI6MCT13 | 6 | 5 | 100 |
| | Major Elective-3 | International Relations from 1945 to 1991C.E./Introduction to Museology | U15HI6MET03 | 5 | 5 | 100 |
| | NME -2 | Travel Formalities and Ticketing | U15HI6NMT02 | 2 | 2 | 100 |
| | SBE-5 | Archives Keeping | U15HI6SBT05 | 2 | 2 | 100 |
| | SBE - 6 | Research Methodology | U15HI6SBT06 | 2 | 2 | 100 |
| | Value Education | Ethics III / Bible Studies III/ Catechism III | U18VE2LVE03/ U18VE2LVB03/ U18VE2LVC03 | 1 | 1 | 100 |
| | | Internship / Field Work / Field Project 30 Hours | U18SP6ECC01 | | 1 | 100 |
| | Total | | 30 | 25+2 | 900 | |
| | Grand Total | | 180 | 141 | 4500 | |

Holy Cross College (Autonomous), Tiruchirappalli
PG & Research Department of History
(For candidates admitted from 2019 onwards)
Second Year - Semester – III

| | |
|---------------------|---|
| Course Title | MAJOR CORE: I HISTORY OF INDIA FROM 1526 TO 1707 A.D |
| Total Hours | 75 |
| Hours/Week | 5 |
| Code | U18HI3MCT04 |
| Course Type | Theory |
| Credits | 5 |
| Marks | 100 |

General Objective: To Enable the students to understand the sources for the study of the Mughals and study the Socio Economic and Political history of the Mughals.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Understand the sources available for the study of the Mughals and the political history and administration of Babur, Humayun and Sher Shah. |
| CO-2 | Analyse the Religious Policy, Rajput Policy and Deccan Policy of the Mughal Rulers Akbar, Jhangir, Shahjahan and Aurangzeb. |
| CO-3 | Evaluate the administrative features of the Mughal empire and analyse the legacy of art and architecture and literature under the Mughals. |
| CO-4 | Understand the rise, growth and decline of Vijayanagar empire, importance of the Battle of Talaihatta and the socio economic condition of the Vijayanagar empire. |
| CO-5 | Analyse the rise, growth and decline of Maratha empire and their conflict with the Mughals. |
| CO-6 | Understand the North West Frontier policy of the Mughals. |

Unit I

Early Mughals and Afghan Interlude (15 hrs)

Sources for the study of the Mughal History - Babur-his conquest in India - Humayun – political Uncertainty- Shershah - His administration & reforms

Map: Mughal Empire under Babur

Extra Reading /Key words: Panipat, Timurid dynasty, Turkish, Sur Empire

Unit-II:

The Mughals :Akbar to Aurangzeb (15 hrs)

Akbar :Political Consolidation in North India -religious policy - Rajput Policy - Mansabdari System-Jahangir: Political Career- role of Noorjahan – Shahjahan: War of Succession- Deccan Policy- Aurangzeb : Political Career-War of Succession- religious policy- Deccan Policy – Disintegration

Extra Reading /Key words: Mansabdari system, zat and ewar, Din Ilahi

Map:Mughal Empire under Akbar to Aurangzeb.

Unit-III:

Policies of the Mughals (15 hrs)

Mughal Administration - Northwest Frontier Policy - Religious Policy - Progress in Architecture, Painting, Music and Literature

Extra Reading /Key words: Pietra Dura, Suba, Prganas, Proto Industrialization

Unit-IV:**Vijayanagar Empire after Krishnadeva Raya (15 hrs)**

Successors of Krishnadevaraya – The Role of Bhamani Kingdom - Battle of Talaikotta - Causes and results - Decline of the Vijayanagar rule – Socio-economic conditions – Art and Architecture, Literature.

Extra Reading /Key words:Vidyaranya, Tungabadra

Map: Vijayanagar Empire, Sites of the Battle of Talaikotta

Unit-V: Rise of Maratha (15 hrs)

Rise of Marathas, Shivaji: Conquest- Conflict with Aurangzeb- Successors of Shivaji: Sambaji, RajaramTharabai and Sagu-its expansion under the peshwas- the decline.

Extra Reading /Key words:Rajputs, Hinduism

Map: Maratha Empire under Shivaji.

Course Outcomes:**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Explain the sources for the study of the Mughals and political history of the Mughals from Babur to Sher Shah. | PSO 1 | U |
| CO-2 | Examine the political history and various policies followed by the Mughal rulers from Akbar to Aurangzeb | PSO 2 | A |
| CO-3 | Estimate the important features of the Mughal administration | PSO 1 | E |
| CO-4 | Discuss the socio economic and cultural condition of India under the Mughals. | PSO 2 | U |
| CO-5 | Examine the establishment of Vijayanagar empire and Bhamani Kingdom and their socio economic condition of Vijayanagar empire | PSO 1 | A |
| CO-6 | Explain the rise, growth and fall of Maratha kingdom | PSO 2 | U |
| CO-7 | To train the students for facing the Competitive Examinations | PSO-5 | U |

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

TEXT BOOKS

1. . Majumdar, R. C. et al., An Advanced History of India, Macmillan, New Delhi,2002.
2. Vincent A. Smith, The Oxford History of India, OUP, New Delhi, 200

BOOKS FOR REFERENCE

1. Bakshi, S. R., Advanced History of Medieval India.
2. Eswari Prasad, Medieval India.
3. John F. Richard, The New Cambridge History of India.
4. Lanepool, Medieval India.
5. Edward and Garrett, Mughal Rule in India.
6. Mehta, J. L., An Advanced Study in the History of Medieval India, Sterling, New Delhi, 2000.
7. Burton Stein, History of India, OUP, 2002.
8. Sathish Chandra, Medieval India,HarAnand Publications Pvt Ltd, New Delhi,2000.

Holy Cross College (Autonomous), Tiruchirappalli
PG & Research Department of History
(For candidates admitted from 2019 onwards)
Second Year - Semester – III

| | |
|---------------------|--|
| Course Title | MAJOR CORE : 5HISTORY OF TAMIL NADU FROM 1801 TO 1967 C.E |
| Total Hours | 105 |
| Hours/Week | 5 |
| Code | U18HI3MCT05 |
| Course Type | Theory |
| Credits | 5 |
| Marks | 100 |

General Objective: To enable the students to understand the impact of colonial rule and to appreciate efforts taken by our leaders to liberate Tamil Nadu from the control of the colonizers and analyze the relevance of socio-religious movements of the 19th& 20th Centuries.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Understand the permanent Revenue settlement, Ryotwari System, introduction of western Education and impact of Christian missionaries. |
| CO-2 | Analyze the South Indian Rebellion, Vellore Mutiny of 1806 and its impact towards the Independence. |
| CO-3 | Evaluate the Socio Religious Reform Movements, Vallalar, Samarasa SanmargaSangam, Vaikundaswamy and Ayyavali Worship. |
| CO-4 | Evaluate the contribution of theosophical society, Upper Garment movement and Temple Entry Movement |
| CO-5 | Analyse the contribution of V.O.C, Subramania Siva, Bharathiyar, Sathyamoorthy, Kamaraj |
| CO-6 | Evaluate the works of Dravidian Movement, Justice Party, E.V.R. and Self-respect Movement in Tamil Nadu |
| CO-7 | Understand the Development of Tamil Nadu under Congress and its Anti Hindi Agitation policy. |

Unit I

British Land Revenue and Educational policy

13 Hrs

British Revenue Administration : Permanent Revenue settlement- Ryotwari System-
Introduction of Western Education – Contribution of Christian Missionaries.

Extra Reading /Key Words: *Semi-Feudalism, Zamindari System, Missionaries.*

Unit II**Native Resistance****13Hrs**

South Indian Rebellion – Causes, Course and Results - Vellore Mutiny of 1806 – Causes, Course, Consequences - Impact of Vellore Mutiny.

Extra Reading /Key Words: *Colonialism, First War of Independence, Anti-British Resistance.*

Unit III**Socio-Religious Reform Movements****17Hrs**

Socio - Religious Reform Movements – Vaikundaswamy- Ayyavali Worship – Ramalinga Adigal – Theosophical Society – Upper Cloth Movement – Temple Entry Movement.

Extra Reading /Key Words: *Modernity, Rationalization, Movements*

Unit IV**17Hrs****Role of Tamil Nadu in Freedom Struggle**

Role of Tamil Nadu in Freedom Struggle – The Early Phase: V.O.Chidambaram Pillai- Subramaniya Bharathiyar – Vanchinathan – Subramanya Siva – The Later Phase: Rajaji - Kamaraj - Sathyamoorthy -- Dravidian Movement: Justice Party-E.V.R.- Self-respect Movement – Annie Besant – Moovalur Ramamirtham Ammaiyar - Meenambal Shivaraju

Extra Reading /Key Words: *Extremism, Anti-Brahmanism, Self-Respect Movement.*

Unit V**15Hrs****Tamil Nadu under Congress Rule**

Tamil Nadu under Congress rule – The Administration of Rajaji – Linguistic Reorganization of States – Kamaraj – Schemes and Reforms – Bhakthavatsalam – The Anti Hindi Agitation: Colonial – Post Colonial.

Extra Reading /Key Words: *Linguism, Dravidianism, Hindi Agitation.*

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

Course Outcomes:**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Explain significance of the permanent Revenue settlement, Ryotwari System and the contribution of Christian missionaries to the introduction of western education | PSO 1 | U |
| CO-2 | Examine the role of South Indian Rebellion, Vellore Mutiny of 1806 and its impact. | PSO 5 | A |
| CO-3 | Discuss the impact of socio religious reform movements and the contribution of various social reformers. | PSO 2 | U |
| CO-4 | Argue the perspective of social reformers about caste system and social inequality in India. | PSO 1 | E |
| CO-5 | Investigate the Rise of Nationalism, V.O.C, Subramania, Bharathiyar, Sathyamoorthy and the Contributions of Indian Christians to the Freedom Struggle in a pluralistic aspects. | PSO 5 | A |

| | | | |
|-------------|---|-------|---|
| CO-6 | Estimate the contributions of Rajaji, Kamaraj, Dravidian Movement, Justice Party, E.V.R. and Self-respect Movement and the leadership of women in the Dravidian Movement. | PSO 2 | E |
| CO-7 | Discuss the schemes and policies introduced during the congress rule in Tamil Nadu | PSO 5 | U |
| CO-8 | To make the students to prepare for facing the competitive examinations | PSO-5 | U |

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

TEXT BOOKS

1. K.Rajayyan, Real History of Tamil Nadu, Ratna Publication, Madurai, 2005
2. Chopra, P.N.Ravindran, T.K. and Subramanian, N., History of South India, Delhi, 1979.

BOOKS FOR REFERENCE

1. Devanesan, A. History of Tamil Nadu, Marthandam, 2004.
2. K.A.N.Sastri: A. History of South India, OUP, Delhi, 2006.
3. David Arnold, The Congress in Tamil Nadu (1919-1937), Routledge, New Delhi, 2017.
4. Eugene, F.Frschick, Politics and Social Conflict in South India, OUP, Bombay, 1969

Holy Cross College (Autonomous), Tiruchirappalli
PG & Research Department of History
(For candidates admitted from 2019 onwards)
Second year-III Semester

| | |
|---------------------|---|
| Course Title | Allied Optional: 4-Modern Governments– I |
| Total Hours | 60 |
| Hours/Week | 4 HrsWk |
| Code | U18HI1AOT04 |
| Course Type | Theory |
| Credits | 3 |
| Marks | 100 |

General Objective: To learn the purpose and the types of the Government and to appreciate the functioning of their Constitution

Course Objectives:

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Remember the meaning and purpose of the constitution, Aristotle classification of governments and the types of the Written and Unwritten Constitution |
| CO-2 | Understand the nature of constitution of Flexible and Rigid Constitution |
| CO-3 | Remember the features of Unitary State and federal state and characteristics of a Federal form of the government and variations of the Federal type |
| CO-4 | Understand the working of the executive, Separation of powers importance of Plural executive and the Interest and Pressure groups |
| CO-5 | Evaluate the Functions of Legislature and the types of Unicameral Vs Bicameral and Democratic devices and the importance of Functions and types of Party System. |
| CO-6 | Analyze the functions and working of Judiciary, the Qualification, selection and tenure of judges and the independence of Judiciary. |

Unit I

Meaning & Classifications of Constitution

(12hrs)

Early Constitution – Meaning, Purpose and contents of Constitution- Aristotle's classification. Classification of Constitution, Written and Unwritten Constitution – Flexible and Rigid constitution

Extra Reading / Key words: *Monarchy, Aristocracy & Democracy, principles of government*

Unit II

Territorial Classification of Constitution

(12hrs)

Unitary State- Features of the unitary state – Federal State – Characteristics of a Federal state – Variations of the Federal type- Merits and Demerits of the Federal State.

Extra Reading/ Key words : *Powers between Centre and state, Rigid & Flexible Nature, single leadership*

Unit III**Functional Classification of Constitution****(12hrs)**

Separation of powers – theory – criticism, Executive: Importance and functions of parliamentary and non-parliamentary executive - plural Executive – Interest and Pressure groups.

Extra Reading / Key words: *Distribution of power, implementation of programmes & policies*

Unit IV**Legislature****(12hrs)**

Legislature – Functions of Legislature – delegated legislation – Unicameral Vs Bicameral Legislature – Methods of solving political dead locks – Direct popular democratic devices- Political parties: Function of parties – Single party –Bi party and Multi-party system

Extra Reading / Key words : *law making procedures, Referendum & Initiative, passing of bills*

Unit V**Judiciary****(12hrs)**

Judiciary – the independence of judiciary – functions of judiciary – Qualification, selection and tenure of judges– Judicial Review /Activism.

Extra Reading / Key words: *Separation of Executive from Judiciary, rule of single party, Laws made by judges*

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

Course Outcomes:**The Learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Explain the meaning & definitions of the constitution and Aristotle classification of governments | PSO 2 | R, U |
| CO-2 | Describe the classifications of the government | PSO 5 | U |
| CO-3 | Evaluate the functions of the executive and the plural executive its role in the government. | PSO 2 | E |
| CO-4 | Explain the constitution of Flexible and Rigid Constitution | PSO 3 | U |
| CO-5 | Summarize the Functions of Legislature and Unicameral Vs Bicameral Legislature – Methods | PSO 5 | U |
| CO-6 | Critically Analyse the functions of Judiciary and evaluate the role of Political Parties | PSO 3 | An |
| CO-7 | Critically analyze the functions of Bi-party and Multi-party system | PSO 3 | An |
| CO-8 | Analyze the functions and working of Judiciary and its Independence | PSO 3 | An |
| CO-8 | To train the students to face competitive examinations | PSO-5 | U |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; Understand;

Ap – Apply :An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. Jayapalan. N., Modern Governments, Atlantic Publishers, New Delhi, 2002
2. Kasthuri,J., Modern Governments, Udumalpet, 1998.

BOOKS FOR REFERENCES

1. Alex Dragnich, Politics and Government, London, 1988.
2. Anup Chand Kapur, Select Constitutions, Delhi 1956.
3. Agarwal, R.C., Constitutional History of India and National Movement, New Delhi, 1980.
4. Finer,S.E., Comparative Governments, England, 1970.
5. Michael J. Perry, The Constitution& the Courts and Human Rights, New Delhi, 1982.
6. Mahajan, V.D, Modern Governments, S.Chand& Co , New Delhi ,1988.
7. Kapoor JAC, The Constitutional Development of India.

Holy Cross College (Autonomous), Tiruchirappalli
PG & Research Department of History
(For candidates admitted from 2019 onwards)
Second Year - Semester – III

| | |
|---------------------|---|
| Course Title | ALLIED OPTIONAL – 4 -AN OVERVIEW ON HISTORY OF INDIA FROM PRE HISTORY TO 1707 C.E. |
| Total Hours | 60 |
| Hours/Week | 4 HrsWk |
| Code | U18HI3AOT07 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective: To Enable the students to understand the various Culture, Civilizations, Religion, Art and Architecture of India.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the Pre historic period and the features of the pre historic period and Indus valley civilization |
| CO-2 | Analyze the society and culture during the Vedic age and Later Vedic age. |
| CO-3 | Evaluate the features of Mauryan Empire and its impact in Indian history. |
| CO- 4 | Discuss the Gupta period and their Art, Architecture. |
| CO- 5 | Remember the age of Harsha ,Chalukyan art,Delhi Sultanate, Slave Dynasty |
| CO -6 | Remember the Reforms of Muhammad bin Tughluq. |
| CO-7 | Understand the Mughal Empire in India and socio economic and cultural conditions of India under the Mughals |

Unit I

12Hrs

Sources

Stone Age culture – Paleolithic, Mesolithic, Neolithic and Salgolithic - Indus Valley Civilization – Town Planning – Major Cities – Trade and Commerce – Religion -Script – Decline.

Extra Reading /Key words: *Indus Structure, Religion*

Unit II

Vedic Age

12Hrs

Society and culture in the Rig Vedic Age – Changes in the later Vedic period – Rise of Jainism and Buddhism – Impact of Persian and Greek contact.

Extra Reading /Key words: *Vedic Society , Religions of the Worl*

Unit III

12Hrs

Mauryans and others Society and Economic conditions – Mauryan Administration – Asoka’s Contribution towards Dhamma – Mauryan Art and Architecture – Culture - Ghandara

School of Art- Age of the Guptas - Growth of Literature and Art.

Extra Reading /Key words: *Structure, Stupas*

Unit IV

12Hrs

Harsha to Slave Dynasty

HarshaVardhana - Socio – Economic and religious conditions – Chalukya Art and Architecture – Advent of Islam – Foundation of the Delhi Sultanate – The Slave dynasty – Khilji imperialism and its impact on society – Reforms of Muhammad bin Tughluq.

Extra Reading /Key words:*Foreign Invasions, Somnath*

Unit V

12Hrs

Establishment of Mughal Empire in India

Condition of India on the eve of Babar’s invasion – Outline History of the Mughal empire from Akbar to Aurangazeb. Social and economic condition–art and architecture – Literature under the Mughals - Golden age of the Mughals.

Extra Reading /Key words:*Biram Khan, Lodi Dynasty*

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

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|---------------|--|-----------------------|------------------------|
| CO-1 | Explain the role of Civilization towards Societal developments. | PSO 1,3 | R, U |
| CO-2 | Discuss and differentiate the Buddhism and Jainism | PSO 3 | R |
| CO-3 | Analyze the administration and socio economic condition of the Mauryan Empire. | PSO 1,2 | E |
| CO-4 | Evaluate the rule of Harsh & Sultanate Administration | PSO 2 | An |
| CO-5 | Compare the Chalukya art, Delhi Sultanate &Slave Dynasty | PSO1,3 | U |
| CO-6 | Discuss the establishment of Muslim Empire in India | PSO 3 | U |
| CO- 7 | Critically evaluate the Reforms of Tughluq | PSO 2 | R |
| CO- 8 | Evaluate period is called as Golden Age. | PSO 3 | E |
| CO-9 | To make the students face the competitive examinations | PSO-5 | U |

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

TEXT BOOKS

1. NilakantaSastri, (1950) K.A, An ComprehensiveHistory of India, Art Press, Madras.
2. Upinder Singh (2018)A History of Ancient and Early Medieval India, Pearson India Education Services Pvt Ltd, New Delhi.

BOOK 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. Basham, A.L, (1967) The Wonder that was India, Rup & Co, New Delhi.
5. SathiyanaIyer R.,(1974)History of India Vol.I,Viswanathan Publication Pvt Ltd, Chennai.
6. Kosambi, D.D,(1992)The Culture and Civilization of Ancient, Vikas Publishing, New Delhi, India.
7. Majumdar.R.C. (2002)*An Advanced History of India*, Mac Millan, New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli

PG & Research Department of History

(For candidates admitted from 2019 onwards)

SECOND YEAR - SEMESTER III

| | |
|---------------------|--|
| Course Title | SBE – 3 Computer Literacy for History |
| Total Hours | 30 |
| Hours/Week | 2 |
| Code | U19HI3SBT03 |
| Course Type | Theory |
| Credits | 2 |
| Marks | 100 |

General Objective: To Enable the students to understand the basic computer Office Packages and create the awareness on Social Networking and Cyber Security in Computer

Course Objectives:

The learner will be able to

| | |
|------|--|
| CO 1 | Apply the office packages to gain a better understanding of the computer. |
| CO 2 | Understand the functions of smart devices and online transactions. |
| CO 3 | Analyse the purpose of social networking and cyber security in the e-world. |
| CO 4 | Understand the e-resources for historical research to update the subject abruptly. |
| CO 5 | Analyse and make use of electronic devices and tools to get accuracy in the history subject. |

Unit I: Office Packages:

(6hrs)

MS- Word: Creation of Documents (letters, Bio- data, etc).Creation of Tables, Formatting Tables (Time table, Calendar, etc).Working with Mail Merge (Circular letters).

MS – Excel: Creation of Worksheet (Mark Sheet, Pay Slip, PF Contribution list, etc). Excel Function (Date, Time, Statistical, Mathematical, Financial Functions). Creating charts (Line, Pie, bar, etc.).

MS- Power Point: Creation of Presentations (Duplicate and New slides, Layouts, View, Slide show, etc.). Working with objects (Movie, Sound, Word, Excel, etc.,) Working with Transition and Animation effects (Text, Object, and Pictures)

Extra Reading/Key words:*Units of Data Storage.*

Unit II: Smart Devices and Online Transactions:

(6hrs)

Smart phone – Types: Tablet PC, Smart TV, Smart Camera, Smart Watch and Smart Oven. Operating system for Smart phones- Apple iOS, Android, Windows 10, Blackberry, Synbian and Bada.Benefits of Smart Phones.

E-Commerce and M-Commerce: Components of E-Commerce- history, types, and benefits of each (B2B, B2C, C2B, C2C). Business to Government E-Commerce. M-Commerce- History, customers point of view and the provider point of view. Applications of M-

Commerce- Mobile ticketing, mobile money transfer, mobile banking, mobile marketing and advertising. Payment methods in M-Commerce- Premium rate telephone numbers, direct mobile dealing, Macro, Micro payment services and mobile wallets.

Extra Reading/Key words: *Google play for Android Phones.*

Unit III: Social Networking and Cyber Security (6hrs)

Social Networking Sites: Characteristics of Social Networking Website- Examples of Social Networking Services (Facebook, Snap Chat, Instagram, Whatsapp, Pinterest, Tumblr, LinkedIn, Twitter, Quora and Patreon). Advantages and Disadvantages of Social Network.

Cyber law: Evolution and Historical events in cyber law. Case studies- Article taken from Media. Building blocks of cyber law (Netizens, Cyber space and Technology). Cyber Crime, Electronic and Digital devices, Intellectual Property, Data Protection and Privacy. Merits and Demerits of Cyber crime.

Extra Reading/Key words: *How to stay out of trouble from Social Network.*

Unit IV: E-Resources for Historical Study and Research (6hrs)

Archives and Libraries: India Office Records and Private Papers - British Library - Digital Public Library of America - National Digital Library – International Council on Archives Internet– National Archives of India – Tamil Nadu State Archives – Tamil Nadu Digital Library

Websites and E-Journals: History.com – INFLIBNET - Dusksters.com - Byjus.com - Encyclopaedia Britannica – Google Scholar — Historypin – NCERT - E-Journals: Economic and Political Weekly – JSTOR – ICHR – Shodhganga.

Extra Reading/Key words: *Make use of electronic resources to study history*

Unit V: E-Tools and Audio Visuals to Study History (6hrs)

Geographic Information System (GIS) – Global Positioning System(GPS) – Remote Sensing - Google Earth - Tiki Toki (Time Line) – Virtual Tour – Apps – Google Books – Kindle

Audio Visuals: YouTube Channels: Simple History - History Buff - History Audio Books - Barefoot World Atlas - Museum Box– Docs Tech -PBS Learning Media.

Extra Reading/Key words: *Technical tools to be updated to expertise the core subject.*

Course Outcomes

The learners-

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Apply the office packages in the day to day works in computer. | PSO-8 | AP |
| CO-2 | Analyse the various smart devices and E commerce transactions | PSO-8 | An |
| CO-3 | Evaluate the characteristics of social networking sites and cyber space technology, | PSO-8 | E |
| CO-4 | Analyse the E Resources and E Journals available for the historical research. | PSO-8 | An |
| CO-5 | Analyse the E Tools and audio visual tools available for the study of history. | PSO-8 | An |
| CO-6 | To train the students become well versed in computer basics and to get employment in offices | PSO-8 | U |

BOOKS FOR REFERENCE

1. Mastering Ms-Office by Bittu Kumar
2. https://www.webopedia.com/DidYouKnow/Hardware_Software/mobile-operating-systems-mobile-os-explained.html
3. <https://makeawebsitehub.com/social-media-sites/>
4. https://www.tutorialspoint.com/information_security_cyber_law/information_security_cyber_law_tutorial.pdf
5. https://www.tutorialspoint.com/information_security_cyber_law/information_security_cyber_law_tutorial.pdf
6. <https://www.irjet.net/archives/V4/i6/IRJET-V4I6303.pdf>

Holy Cross College (Autonomous), Tiruchirappalli
PG & Research Department of History
(For Candidates admitted from 2019 onwards)
Second Year - Semester – IV

| | |
|---------------------|--|
| Course Title | MAJOR CORE : 6- HISTORY OF INDIA 1707 TO 1857 CE. |
| Total Hours | 5 |
| Hours/Week | 7 |
| Code | U18HI4MCT06 |
| Course Type | Theory |
| Credits | 5 |
| Marks | 100 |

General Objective: To enable the students to understand the foreign policy and administration of British Viceroys and to appreciate freedom fighter's role in freedom struggle in India.

Course Objectives:

The Learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the Advent of the Europeans in India and establishment of British Rule in Bengal |
| CO-2 | Analyse the British conquest and expansion in Indian States and Anglo-Afghan relations. |
| CO-3 | Evaluate the British policies in Indian States Ring Fence Policy 1765-1813, Subordinate Isolation, 1813- 1857. |
| CO-4 | Understand the Reforms of Governor Generals and Socio- Religious reforms Brahma Samaj, AryaSamaj, Prarthana Samaj, Ramakrishna Mission, Theosophical Society. |
| CO-5 | Analyse the Constitutional Development: 1773-1858 Regulating Act 1773- Pitt's India Act 1784- Charter Acts: 1793, 1813,1833, 1853, Government of India Act 1858. |
| CO-6 | Understand the Revolt of 1857 of Causes, Courses, Results and Impact of the Revolt |

Unit I **(15hrs)**

Disintegration of the Mughal Empire & European Settlement

Advent of the Europeans in India- and their impact on Indian Society—Establishment of British Rule in Bengal.

Extra Reading /Key word: Merchant Adventurers, Battle of Bedara

Unit II **(15hrs)**

The British conquest and expansion

Lord Clive – Warren Hastings – Lord Wellesley – Lord Hastings. The wars: Anglo-Mysore wars – Anglo-Maratha wars – Anglo Burmese war – Annexation of Sind - Ranjit Singh – Anglo – Sikh wars – Lord Dalhousie and Doctrine of Lapse – Anglo-Afghan relations.

Extra Reading /Key word: Subsidiary Treaty, Arthur Wellesley

Unit III **(15hrs)**

British policies in Indian States

British policy towards Indian states: Ring Fence Policy 1765-1813, Subordinate Isolation, 1813- 1857 – Indian states under the crown.

Extra Reading /Key word: Treaty of Amritsar, Treaty of Salbai

Unit IV **(15hrs)**

Reforms of Governor Generals

Cornwallis and Permanent Land revenue settlement – Reforms of William Bentinck- Lord Dalhousie and his reforms- Ryotwari system- Mahalwari system- Socio- Religious reforms: BrahmoSamaj- AryaSamaj- PrarthanaSamaj- Ramakrishna Mission- Theosophical Society.

Extra Reading /Key word: Sir John Macpherson, Sir George Barlow

Unit V

(15hrs)

Constitutional Development:1773-1858

Regulating Act 1773- Pitt's India Act 1784- Charter Acts: 1793, 1813,1833, 1853- Revolt of 1857- Government of India Act 1858.

Extra Reading /Key word: S. P. Sinha, RajaKishori Lai Goswami

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Explain the advent of the Europeans in India Portuguese, Dutch, French and British. | PSO 1 | U |
| CO-2 | Examine the Lord Clive, Warren Hasting, Lord Wellesley, Lord Hastings. Anglo-Mysore wars, Anglo-Maratha wars, Anglo Burmese war, Annexation of Sind | PSO 2 | A |
| CO-3 | Argue the contributions of British policy towards Indian states and assess the Indian states under the crown. | PSO 5 | E |
| CO-4 | Discuss the Cornwallis and Permanent Land revenue settlement, Ryotwari system, Mahalwari system and assess the Reforms of William Bentinck- Lord Dalhousie. | PSO 2 | U |
| CO-5 | Examine the Constitutional Development: 1773-1858. Regulating Act 1773, Pitt's India Act 1784, Charter Acts: 1793, 1813,1833, 1853- | PSO 1 | A |
| CO-6 | Explain the Causes, Courses and Results of Revolt of 1857. | PSO 2 | U |

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

TEXT BOOKS

1. Majurndar, R.C. and et al. An Advanced History of India, revised
2. Bipan Chandra, India's Struggle for Independence.

BOOK FOR REFERENCES

1. Grover, B.L & Alka Mehta, A New Look on Modern Indian History: From 1707 to the modern times, S.Chand Publishing, 1980, Delhi.
2. Majurndar, R.C. and et al. An Advanced History of India, revised
3. Nanda, B.R. and V.C. Joshi, Studies in Modern Indian History
4. Roberts, P.E. History of British India
5. Spear, Percival, The Oxford History of Modern India 1740-1975
6. Sumitsarkar, Modern India 1885-1947.
7. P.N. Chopra, T.K. Ravindran and N. Subramanian, History of South India.
8. Chobra, G.S. Advanced Study in the History of Modern India Vol. I, II, III 1707 –1947
9. Desai, A.R. Social Background of India Nationalism

Holy Cross College (Autonomous), Tiruchirappalli
PG & Research Department of History
(For Candidates admitted from 2019 onwards)
Second Year - Semester – IV

| | |
|---------------------|---------------------------------------|
| Course Title | Major Elective :1 Human Rights |
| Total Hours | 75 |
| Hours/Week | 4 HrsWk |
| Code | U18HI4MET01 |
| Course Type | Theory |
| Credits | 3 |
| Marks | 100 |

General Objective:

To understand the value of human rights and to study various theories, mechanism and contemporary issues relating to 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 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 like refugees and migrants. |
| CO-8 | Understand the need to protect and preserve the vulnerable groups and the impact of state machinery in the violation. |

UNIT- I

(12hrs)

Introduction to Human Rights

Meaning- Definition of Human Rights- Theories of Human Rights: Natural & Civil- Classification of Human Rights - Generation Rights- -Historical development of Human Rights.

Extra Reading/ Keywords : Natural Theory of law, Hammurabhi code & Magna Carta, Treaty based mechanisms

UNIT-II**(10hrs)****UNO and Human Rights**

UDHR –International Covenant on Civil and Political Rights- Cultural Rights (ICCPR) – International Covenant on Elimination of Racial Discrimination(ICERD) - Covenant on Elimination of all forms of Discrimination Against Women (CEDAW)

Extra Reading/ Keywords : Optional protocols to ICCPR, ICERD, CEDAW, Generational rights

UNIT-III**(14hrs)****India and Human Rights**

Human Rights and Indian Constitution- Fundamental Rights – Directive Principles of State Policy – Major Laws: Child Rights- Dowry Prohibition Act- Maternity Benefit Act 1961- Equal Remuneration Act 1976-Indecent Representation of Women (Prohibition) Act 1986- Immoral Traffic Prevention Act 1986- Domestic Violence Act 2005.

Extra Reading / Keywords : Lawyers Collective, Bare Acts, Constitutional Law, Case File, AIR Records.

UNIT-IV**(12hrs)****UN Human Rights Commission**

National Human Rights Commission (NHRC)- State Human Rights Commission(SHRC) – Human Rights Court - Human Rights Watch – Role of NGOs – People’s Watch

Extra Reading / Keywords :Protection of Human Rights Act, International Court of Justice, Human Rights Activism, Amnesty International, Human Rights Council, HendriTiphagne

UNIT- V**(12hrs)****Contemporary Issues in Human Rights**

Refugees - Capital Punishment – Encounter death-Torture- Environmental issues – Sexual Harassment in Workplace.

Extra Reading / Keywords : Atrocities ,Death penalty & legal issues, Convention against Torture, Pollution Board, TWAD, VISAKA Guideline

Course Outcomes:**The learners**

| 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 welfare laws and legal rights with relation to constitutional remedies and legal aid for women. | PSO 4 | Ap |
| CO-5 | Examine the role of National and State Commissions for Human Rights, Policy changes Monitoring and evaluation of the status of Human rights situation in India and impunity. | PSO 3 | A |
| CO-6 | Analyze 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 | PSO4 | U |

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

TEXT BOOKS

1. Jayapalan,N - Women and Human Rights, 2001, Atlantic Publishers and Distributors,New Delhi.
2. Justice Iyer Krishna, V.R - Dr.Ambedkar and the Dalit Future, 1990, B.R Publishing Co,Delhi.

BOOKS FOR REFERENCES

1. Bajwa,G.S- Human Rights in India, 1995, Ammol Publications Pvt. Ltd, New Delhi.
- 2..Rajendar Mangari - The Protection Of Human Rights Act and Relating Laws,1999 Law Book Agency, Hyderabad

Holy Cross College (Autonomous), Tiruchirappalli
PG & Research Department of History
(For candidates admitted from 2019 onwards)
Second Year - Semester – IV

| | |
|---------------------|---|
| Course Title | ALLIED OPTIONAL – 5 -PUBLIC ADMINISTRATION |
| Total Hours | 60 |
| Hours/Week | 3 HrsWk |
| Code | U18HI4AOT05 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General objective: To Enable the students to understand the functioning of the general administration and particularly the local government units.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the meaning, definition and scope of public administration |
| CO-2 | Analyze the importance and methods of different approaches |
| CO-3 | Understand the features, concepts, functions, principles and structure of an Organization |
| CO-4 | Evaluate the concepts, types, functions and characteristics of management and public relations |
| CO-5 | Understand the objectives, features, functions of personal administration |
| CO-6 | Evaluate the functions of Local administration |
| CO-7 | Analyze the importance of Centre, State and Local relations in administration |
| CO-8 | Understand the role of Local and Municipal administration in India |

Unit I

12Hrs

Meaning and scope of Public Administration

Meaning-Definition - Scope - importance of public administration-Nature-science or an art- Methods of different approaches.

Extra Reading / Key words: *Anarchism, Amicus Curiae.*

Unit II

12Hrs

General Aspects of Organization

Concepts of Organization - Types – Functions - Principles of organization- Structure-Formal and informal.

Extra Reading / Key words: *Public Finance, Public Management, Government Performance*

Unit III

12Hrs

Management

Concepts of Management - Types of Management - Functions-Characteristics - occupational analysis - Public Relations.

Extra Reading /Key words:*Public Management,Marketization*

Unit IV

12Hrs

Personnel Administration

Concepts of Personnel- Objectives- Features - Functions-Recruitment-Training-Promotion-Advancement-Transfer.

Extra Reading /Key words: *Communication, Mark McBriarty*

Unit V

12Hrs

Local Administration

Concepts of Local Administration- Centre - State relation-State-Local relations -Panchayat Raj - Ashok Mehta committee- Balwantraj Commission-Municipal administration in India.

Extra Reading /Key words :*People's Union for Civil Liberties, Self-sufficiency.*

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

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Explain the meaning of public administration and its scope in real life. | PSO 6 | U |
| CO-2 | Explain the need to public administration | PSO 1 | R, U |
| CO-3 | Summarize the general aspects of organization | PSO 3 | U |
| CO-4 | Categorize the functions and characteristics of management | PSO 6 | An |
| CO-5 | Discuss the method of recruitment and qualification | PSO 3 | U |
| CO-6 | Explain the local administration | PSO 1 | E |
| CO-7 | Critically analyze the functions of Panchayat Raj in administration. | PSO 3 | R, U |
| CO-8 | Summarize the role of local and municipal administration in India | PSO 6 | An |
| CO-9 | To make the students face the competitive examinations | PSO-5 | U |

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

TEXT BOOKS

1. Laxmikanth. M, (2011), Public Administration, McGraw Hill Education, New Delhi.
2. Goel S.L.,(1994) Advanced Public Administration, sterling publishers, New Delhi.

BOOKS FOR REFERENCE

1. Nicholas Henry(2003)Public Administration and Public Affairs, Prentice-Hall of India Pvt. Ltd. New Delhi,
2. RumkiBasu, (2004) Public Administration concepts and theories, Sterling Publishers, New Delhi,
3. Santa Rani Rhogle, (1980) Principles of Public Administration Theory and Practice,Venus Publication, Travancore.
4. Urmils Sharma,(2002)S.K. Sharma, Public Administration, Atlantic Publishers and Distributors, New Delhi.

5. S.P. Naidu, (2005) Public Administration Concepts and Theories, New Age International (P)Ltd, New Delhi.
6. Dr. VishnooBhagwan, (2008) Dr. VidyaBhushan, Dr. VandanaMohla, Public Administration, S. Chand &Company Pvt Ltd, New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli
PG & Research Department of History
(For Candidates admitted from 2019 onwards)
Second Year - Semester – IV

| | |
|---------------------|--|
| Course Title | Allied Optional :6-Modern Governments– II |
| Total Hours | 60 |
| Hours/Week | 4 HrsWk |
| Code | U18HI4AOT06 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General objective: To learn the functioning of the Government of various countries and to appreciate the functioning of their Constitution

The Learner will be able to
Course Objectives

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the salient features of conventions & customs of English Constitution and functions of the Cabinet System |
| CO-2 | Remember the powers & functions of legislature and Process of law making in England. |
| CO-3 | Understand the features of US Constitution and Powers of the President in USA. |
| CO-4 | Evaluate the powers of Supreme Court & changes to the constitution of USA. |
| CO-5 | Analyze the characteristics of Swiss constitution and Direct Democratic legislation of Switzerland |

Unit I

Constitution of England

(12hrs)

Constitution of England – Salient features of the English constitution – Powers and prerogative of the Crown – Cabinet system

Extra Reading/ Key words : *Rule of law, conventions & Usages, powers of council of ministers, monarchical form of government*

Unit II

Powers and functions of the Parliament & Judiciary in England

(12 hrs)

Powers and functions of House of Lords – Powers and functions of House of Commons - Process of law making – Judicial system in England.

Extra Reading / Key words: *Making bills, Highest court of appeal, Three readings in making of law*

Unit III

Constitution of U.S.A.

(11hrs)

Constitution of U.S.A. Salient features of the constitution – procedure for the election of American President – Powers and functions of the President – Senate – Powers and functions of Congress – Senate – House of Representatives

Extra Reading / Key words : *Veto & pocket veto power, Executive power of the President.*

Unit IV

US Legislature, Political parties & Judiciary

(11 hrs)

Constitution of USA. -Powers of the Supreme Court – Character of party system- Division of powers - Process of law making - Committee system –Mandering. - Amending the constitution of USA.

Extra Reading/ Key words :*Bi-party role, Republic & Democratic nature, Appellate Jurisdiction*

Unit V

Constitution of Switzerland

(13hrs)

Constitution of Switzerland – Characteristics of the Swiss constitution – The Federal Executive – The Federal Legislature – The Federal Tribunal – Political parties – Direct legislation – Government of Cantons – Amending Process of Swiss Constitution

Extra Reading / Key words :*Plural Executive, Direct Democracy & democratic devices of Referendum & Initiative.*

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

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Recall and compare the various forms of government | PSO 3 | R, U |
| CO-2 | Evaluate the functions of the executive and its role in UK government | PSO 3 | E |
| CO-3 | Describe the salient features of US constitution and the various functions of the President in India | PSO 5 | U |
| CO-4 | Comparative study on legislature in UK & USA | PSO 3 | An |
| CO-5 | Evaluate the working of direct democracy in Switzerland. | PSO 3 | E |
| CO-6 | Critically analyse the process of law making and the role of Political Parties in UK, USA & Switzerland. | PSO 5 | An |
| CO-7 | Discuss the powers and prerogative of the crown & cabinet System | PSO | U |
| CO-8 | Explain the nature of federal legislature in Switzerland | PSO 3 | U |
| CO-9 | To train the students to face competitive examinations | PSO-5 | U |

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

TEXT BOOKS

1. Jayapalan N., Modern Governments and Constitutions, New Delhi Atlantic Publishers, 2002.
2. Kasthuri, J, Modern Governments, Ennes Publications, Udumelpet, 1998.

BOOKS FOR REFERENCE

1. Agarwal , A.C., Constitutional development in India and National Movement, Chand & Company, New Delhi, 1986.
2. Kapur A.C, Select Constitutions, Chand Publications, New Delhi, 1993.
3. Alex Dragnich, Politics and Government, London, 1988.
4. Finer, S.E., Comparative Governments, England, 1970.
5. Michael J. Perry, The Constitution & the Courts and Human Rights, New Delhi, 1982.
6. Mahajan, V.D, Modern Governments, S.Chand & Co , New Delhi , 1988

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For Candidates admitted from 2019 onwards)
Second Year - Semester – IV

| | |
|---------------------|--|
| Course Title | ALLIED OPTIONAL: 6 HISTORY OF INDIA FROM 1707 TO 1947 A.D |
| Total Hours | 60 |
| Hours/Week | 4HrsWk |
| Code | U18HI4AOT08 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective: To Enable the students to understand the advent of the Europeans , various reform movements and national movement

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Analyse the advent of the Europeans in India and the personalities |
| CO- 2 | Remember the Viceroyalty of Ribbon & Lytton |
| CO-3 | Understand the reform movements and its impacts |
| CO-4 | Assess the Charter Acts, Sepoy Mutiny contributions of Indian National Congress towards the National Movement |
| CO- 5 | Analyse the contributions of Swadeshi Movement, Home Rule Movement& the Leaders |
| CO-6 | Understand the Gandhian Era and its contributions to the various National Movement |

UNIT:I

12Hrs

Advent of the Europeans – conflicts between the British and the French - Career of Dupleix - Lytton’s Viceroyalty- Lord Ripon & Local Self Government-

Extra Reading /Key words:*Settlements, Charter Act*

UNIT:II

12Hrs

Reforms Movements - Bhakthi Movement –BrahmoSamaj–AryaSamaj– impact of Reform Movements.

Extra Reading /Key words :*Fervor , Tolerance*

UNIT:III

12Hrs

Charter Act of 1833 –Act of 1853-Sepoy Mutiny- Queen’s Proclamation –Indian National Congress – Government of India Act of 1935

Extra Reading /Key words :*Split in Congress ,Other Acts*

UNIT:IV

12Hrs

Swadeshi Movement –BalaGangatharaTilak–Bipin Chandra Pal –LalaLajpet Roy- Act of 1909 –Home Rule Movement & Annie Besant

Extra Reading /Key words :*Social Liberation*

UNIT:V**12Hrs**

Gandhian Era (1919- 1947) - Non Co – operation Movement - Civil disobedience Movement and Quit India Movement - Indian Independence.

Extra Reading /Key words:*Gandhian Ideology, Partition*

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

Course Outcomes**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Explain the achievements of the Europeans and conflicts between British & French. | PSO 1,2 | R, U |
| CO-2 | Compare the political changes occurred during Ripon & Lytton. | PSO 2,3 | R |
| CO-3 | Remember the various Acts and the National Movements | PSO 1,3 | U |
| CO-4 | Recollect Sepoy Mutiny & Queen’s Proclamation | PSO 1,2 | U |
| CO- 5 | Recall the Freedom Fighters | PSO 2,4 | An |
| CO- 6 | Evaluate the Swadeshi Movement and role in freedom struggle under Gandhian. | PSO1,3 | E |
| CO-7 | To make the students face the competitive examinations | PSO-5 | U |

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

TEXT BOOKS

1. Nilakanta Sastry, K. (1950) Indian History Volume III, Eetral Art Press, Madras
2. Chandra Bipin (1972) Freedom Struggle, National Book Trust, India

BOOKS FOR REFERENCE

1. Sathianatha Iyer, R (1973) History of India, Vol. III, S. Viswanathan (Printers & Publishers) Pvt. Ltd.
2. Roberts, P.E (1978) History of British India, III Edition, University Press, London London.
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.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For Candidates admitted from 2018 onwards)
Third Year - Semester – V

| | |
|---------------------|--|
| Course Title | MAJOR CORE : 7 CONTEMPORARY HISTORY OF INDIA FROM 1947 TO 2004 C.E. |
| Total Hours | 75 |
| Hours/Week | 5HrsWk |
| Code | U17HI5MCT07 |
| Course Type | Theory |
| Credits | 5 |
| Marks | 100 |

General objective: To enable the students understand the events occurred after independence and explain the developmental policies of the Indian Prime Ministers

Course Objectives

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Understand the events led to the partition of India |
| CO-2 | Analyze the efforts taken by SardarVallabhai Patel in the integration of Indian States& post-Independence Problems. |
| CO-3 | Remember the policies of Nehru and his contribution for the making of modern India |
| CO- 4 | Evaluatethe Prime Ministers & their contributions. |
| CO-5 | Remembers the evolution of Janata Party to the rule.,Mandal Commission Constitutional Amendments. |
| CO-6 | Understand the emergence of caste based parties and their impact on the society |

UNIT I

15Hrs

India on the Eve of Independence

Partition of India – Integration of Indian states – SardarVallabai Patel - Kashmir problem.

Extra Reading/ Key Words: *Hindu- Muslim Disunity, Independent Nature of Princely States*

UNIT II

15Hrs

Nehru Era

Reorganizations of states – Objectives and working of the planning Commission – Industrialization – Development of Science and Technology – Green Revolution – India’s Foreign Policy.

Extra Reading/ Key Words: *Linguistic Reorganization,,Nithi Ayog, Industrial Revolution*

UNIT III

15Hrs

Emergence of Regional Parties

Lal BahadurShastri – Indira Gandhi – White Revolution – Emergency – J.P.’s Movement – Janatha Party and Moraji Desai – Separatist Movement –Punjab (Operation Blue Star) – Assam – Nagaland.

Extra Reading/ Key Words: *Privy Purse, Bokran Nuclear Test, RSS, BJP*

UNIT IV**15Hrs****Rajiv Gandhi's Policy on Education and Technology**

Foreign Policy – Emergence of coalition government – V.P. Singh and Mandal Commission.
The Amendments to the Constitution – 42nd and 44th 73rd and 74th Amendments.

Extra Reading/ Key Words: *Panchayat Raj, Secular, Democratic Character*

UNIT V**15Hrs****Emergence of caste based parties and its impact on the society**

Deva Gauda, I.K. Gujaral Governments – Socio Economic Movements: Peasant Movement: Tamil Nadu – Labour Movement: Bombay – Tribal Movement – Jharkhand – Chipko Movement – Globalization – Market Economy – It's impact on Agriculture and Industries – Emergence of BJP and its impact - Information Technology - impact on the society.

Extra Reading/ Key Words: *Santhal Uprising, Khol Uprising, Open Trade*

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

Course Outcomes**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Describe the consequences that led to the partition of India | PSO 1,3,5 | R, U |
| CO-2 | Contextualizing the Act of Patel and India's Condition at that time | PSO 1,5,6 | R |
| CO-3 | Examine the Prime Ministers their Policies & Developments. | PSO 3,5 | E |
| Co -4 | Explain the emergence of Janata party and assess its present day policies& the Constitutional Developments | PSO 3,5,6 | U |
| CO-5 | Recall the emergence of various revolutions and its impact on the society. | PSO1,3,5 | An |
| CO-6 | Analyze the various Developments in the Nation | PSO 1,2,3 | U |
| CO-7 | To make the students face the competitive examinations | PSO-5 | U |

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

TEXT BOOKS

1. Bipin Chandra et.al.(2004), India Since Independence, Penguin Books, New Delhi,.
2. Thirthingar Roy,(2011) Economic History of India 1857- 1947, Third Edition, Oxford University Books

BOOKS FOR REFERENCE

1. Deshmukh C.D (1957) Economic Development of India 1946-56, Asia Publishing House, Bombay.
2. Appadurai A. (1963) India: Studies in Social and Political Development 1917 – 1967,Himalaya Publishing House, Bombay.
3. Drierberg and SarlaJagmohan (1975) Emergency in India, Manas Publications, Delhi.
4. KuldipNayar (1999) India After Nehru, New Delhi, Vikas Publishing House.
5. John Gilbert, G. (2000), Contemporary History of India, Anmol Publications, New Delhi,.
6. Venkatesan G., (2001)History of Contemporary India, J.J. Publication, Madurai,.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For Candidates admitted from 2018 onwards)
Third Year - Semester – V

| | |
|---------------------|--|
| Course Title | MAJOR CORE : 8 INTRODUCTION TO HISTORIOGRAPHY |
| Total Hours | 75 |
| Hours/Week | 5HrsWk |
| Code | U15HI5MCT08 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective: To understand the importance and scope of history and the contributions made by western and Indian historians in relation to history and other social sciences.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|--------|---|
| CO-1 | Understand the conceptual framework of history with relation to its scope, purposes, advantages and disadvantages. |
| CO-2 | Remember the contribution of history with other disciplines and subaltern Studies |
| CO-3 | Analyze the relativity and dimensions of history and its critiques |
| CO-4 | Evaluate the developments in historical writings with relation to western thinkers |
| CO-5 | Analyze the contribution of eminent Indian Historians and their ideologies in the development of historical writings. |

UNIT I

15Hrs

Meaning of History

Definitions of History - Scope of History - Purpose of History-Characteristics of History- Uses and abuses of History.

Extra Reading/ Key Words: *Inquiry, Tangles of past with present, web of facts*

UNIT II

15Hrs

History and other disciplines

Kinds of History-branches of History-History and other Allied subjects-Subaltern Studies.

Extra Reading /Key Words: *Diplomatic History, Materialistic interpretation, Impressionistic evidence, Social dynamics*

UNIT III

15Hrs

Dimensions of History

Its History is a Science or an art?- Limitations of History-Lessons of History-Subjectivity and used for objectivity in History-Reconstruction of History -Criticism.

Extra Reading/Key Words: *Historical significance, source evidence, ethical dimension, historical interpretations*

UNIT IV**15Hrs****Development of Historical writing in the West**

Herodotus- Thucydides- St. Augustine - Ranke- Hegal- Karl Marx- Arnold .J. Toynbee.

Extra Reading/ Key Words:*geographical and ethnographical information, scientific history, AnnalesMaximi, A Study of History***UNIT V****15Hrs****Eminent Indian Historians**

Kalhana- Barani -AbulFazl- V.A. Smith- J.N. Sarkar- D.D. Kosambi-K.A. NilakandaSastri- R.C. Majumdar- K.K.Pillai - SathiyanaAiyar- RanajitGuha.

Extra Reading/Key Words:*Rajatarangini, Tarikh-i-FiruzShahi, Kosambi effect, Kosambi Map function***Note: Extra Reading / Key Words are only for Internal Testing(Seminar/Assignments)****Course Outcomes:****The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Explain the definitions, scope, characteristics and the nature of history | PSO 1 | U |
| CO-2 | Describe the relationship of history with other social sciences | PSO 8 | U, R |
| CO-3 | Critically analyze the different dimensions of history and its limitations | PSO 8 | An |
| CO-4 | Critically evaluate the evolution of historiography | PSO 8 | E |
| CO-5 | Examine the contributions of famous Indian historians and how much their ideologies helped the development of history. | PSO 8 | U |

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

TEXT BOOKS

1. Subramanian.N, (1986).Historiography, Ennes Publications, Tamil Nadu,
2. Jayapalan. N,(1999).Historiography, Atlantic Publishers and Distributors (P) ltd, New Delhi

BOOKS FOR REFERENCE

1. Carr E.H , (1964)What is History? Penguin Books, New York,
2. Sheikh Ali.B ,(1978)History: Its Theory and Method (II Edition) , Macmillan India Limited, Madras,.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For Candidates admitted from 2019 onwards)
Third Year - Semester – V

| | |
|---------------------|--|
| Course Title | MAJOR CORE - 09 HISTORY OF UNITED STATES OF AMERICA FROM 1776 TO 1964 C.E |
| Total Hours | 75 |
| Hours/Week | 5 HrsWk |
| Code | U15HI5MCT09 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective:

To make the students understand the history of the United States of America , 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 Colonization and Liberalization

16Hrs

Discovery and Colonization - The American War of Independence - The Making of the Constitution - George Washington and John Adams - Thomas Jefferson.

Extra Reading /Key Words: Imperialism, Democracy, Constitutionalism

UNIT-II Westward Expansion and Monroe Doctrine

15Hrs

The War of 1812 - The Era of Good Feelings - Westward Expansion - Monroe Doctrine and Its Impact.

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

UNIT-III Slavery and Civil War

14Hrs

Jacksonian Democracy - The Question of Slavery - Civil War - The Era of Reconstruction – Abraham Lincoln.

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

UNIT-IV USA and Word War-I

15Hrs

Theodore Roosevelt - Big Stick Diplomacy - Progressive Movement - U.S.A. and World War I –Great Depression of 1929.

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

UNIT-V USA and Progressive Era

15Hrs

F.D.Roosevelt and New Deal - U.S.A. and World War II - Truman Doctrine - Administration of Eisenhower - J. F. Kennedy Struggle for Civil Rights.

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

Course Outcomes:

The learners

| 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 | PSO 1 | An |
| CO-2 | Describe the reforms and schemes introduced in domestic and foreign affairs by the early presidents of America | PSO 2 | 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 2 | An |
| CO-4 | Examine how American people successfully overcame from the stigma of slavery and the significance of the era of reconstruction. | PSO 2 | An |
| CO-5 | Estimate the progressive movement under the presidency of Theodore Roosevelt and the reasons for the break out of great depression | PSO 1 | E |
| CO-6 | Critically analyze the domestic policies and foreign policies of the American Presidents. | PSO 2 | An |
| CO-7 | Discuss the part played by USA in the World War I and World War II. | PSO 3 | U |

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

TEXT BOOKS

1. Khurana, K.L. (2004), History of USA, Laskhmi Narayan Agarwal, Agra.
2. John Ferling, (2007), Almost a Miracle: The American Victory in the War of Independence, Oxford University Press.

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, US

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For Candidates admitted from 2018 onwards)
Third Year - Semester – V

| | |
|---------------------|--|
| Course Title | MAJOR CORE 10 WORLD HISTORY-I FROM 1453 TO 1788 C.E |
| Total Hours | 75 |
| Hours/Week | 5HrsWk |
| Code | U15HI5MCT10 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective: To discuss the salient features of modern world which enables the students to acquire knowledge if the developments in world history.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Analyze the causes for the fall of Constantinople and the functions of feudalism in Europe |
| CO-2 | Understand the evolution of Nation States and the emergence of trade and commercial centres |
| CO-3 | Analyze the importance of Renaissance and Reformation Movements |
| CO-4 | Evaluate the features of the Age of Reason |
| CO-5 | Understand the causes for the establishment of European colonies in Asia and America |
| CO-6 | Analyze the impact of mercantilism and Imperialism |
| CO-7 | Understand the Glorious, Agrarian and Industrial revolutions |
| CO-8 | Evaluate the role of Royal Asiatic Society of England and France |

UNIT I

Beginning of the Modern World

15Hrs

Fall of Constantinople - Geographical Discoveries - Feudalism in Europe - Evolution of Nation States - Trade and Commercial Centres.

Extra Reading/Key Words: *Conquest of Istanbul, Byzantine dispositions and strategies Portuguese Indian Armada, circumnavigation*

UNIT II

Age of Reason

15Hrs

Renaissance - Reformation Movements - Counter Reformations.

Extra Reading/Key Words: *Age of Enlightenment, Protagoras, Oligarchy, humanism, The Black Death*

UNIT III

Era of Absolutism

15Hrs

Louis IV- Peter the Great – Catherine - II - Frederick –Maria Theresa- Features of the Age of Absolutism.

Extra Reading/Key Words:*Fronde Rebellion,Peace of West Phalia, Tsardom, Bulavin Rebellion, Grand Embassy, Coup d’etat, Romanov dynasty*

UNIT IV

Colonization

15Hrs

Establishment of European Colonies in Asia (India, China, Africa (Scramble for Africa) and Americas- Rise of Mercantilism- Emergence of Imperialism.

Extra Reading/Key Words: *Age of Discovery, New Imperialism, oceanic voyages, Commercial Revolution, Wealth of Nations, Guild and banking system*

UNIT V

Era of Revolution and Scientific Progress

15Hrs

Glorious Revolution - Agrarian Revolution- Industrial Revolution- Royal Asiatic Society of England - Royal Asiatic Society of France.

Extra Reading/Key Words: *James II, Bill of Rights 1689, profusion of agricultural revolutions, crop rotation and selective breeding, GDP,*

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

Map Study:

Geographical Discoveries

Centres of Agrarian and Industrial Revolutions.

Centres of Renaissance and Reformation

St Places Associated with Absolutism.

European Colonies in China and Africa.

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Explain the causes for Geographical discoveries and its impact on the history of the world. | PSO 8 | U |
| CO-2 | Summarize the evolution of Nation States and how far it affected the world economy | PSO 2 | R, U |
| CO-3 | Analyze the contributions of Renaissance art and architecture to the world society and critically examine Reformation and Counter Reformation Movements | PSO8 | An |
| CO-4 | Explain the reforms of Louis IV- Peter the Great – Catherine - II - Frederick –Maria Theresa. | PSO 1 | U |
| CO-5 | Discuss the causes and consequences of European colonialism in Asia and America | PSO2 | U |
| CO-6 | Critically analyse the features of mercantilism and Imperialism | PSO 1 | An |
| CO-7 | Summarize the Glorious, Agrarian and Industrial revolutions and its merits and demerits | PSO2 | R, U |
| CO-8 | Evaluate the contributions of Royal Asiatic Society of England and France to Science, literature and Technology | PSO 8 | E |

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

TEXT BOOK

1. ArunBattacharjee, (2001) History of Europe (1453-1789), Sterling Publishers Private Limited, NewDelhi
2. Ketelby, C.D., (2001), History of Modern Times from 1789, OUP, New Delhi

BOOKS FOR REFERENCE

1. Fisher, A. A. L (1936) History of Europe, Prentice Hall of India, New Delhi Weech, W. N.(1973), History of the World, London .
2. Phul, R. K (1987) World Civilization, Prentice Hall of India, New Delhi
3. James Edgar Swain (1999). A History of World Civilization, MC Graw Hill Book Co, New Delhi,

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2018 onwards)
Third Year - Semester – V

| | |
|---------------------|---|
| Course Title | Major Elective-2 : Indian Constitution |
| Total Hours | 75 |
| Hours/Week | 5 |
| Code | U15HI5MET02 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective: To learn the functioning of the Government of India and to appreciate the functioning of the Indian Constitution constitutions.

Course Objectives

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Remember the students about the framers of Indian Constitution & Quasi- federation and preamble of the Constitution |
| CO-2 | Understand the salient features of fundamental rights and directive principles of state Policy |
| CO-3 | Evaluate the functions of President & Prime minister and state executives of Governor , Council of Ministers and Chief Minister |
| CO-4 | Remember the law making of Union Legislature and powers of RajyaSabha and Loksabha in India |
| CO-5 | Analyze the methods of amendments and centre –state relations of financial & public administration |
| CO-6 | Evaluate the functions of Planning Commission, National Commission and Public Service Commission and Election Commission |

Unit I Constitution of India

16Hrs

Making of Constitution - Preamble to the constitution - Salient features - Quasi-federation - Fundamental Rights – Directive Principles of State Policy - Fundamental duties

Extra Reading/ Key words : *Secularism, Socialism., parliamentary form of constitution, special policies for women*

Unit II -Union and State Executive

14Hrs

President - Vice President - Union Cabinet - Prime Minister - Governor - Council of Ministers - Chief Minister

Extra Reading/ Key words : *Veto power, act of No Confidence. Sessions in Parliament, allocation of powers*

Unit III -Legislature and Judiciary15Hrs

Union Legislature - Lok Sabha – Rajya Sabha - process of Law making - State Legislature - Union Judiciary – Supreme Court – State Judiciary – High Court.

Extra Reading / Key words : *Independence of Judiciary, Appellate Jurisdiction, magistarate courts*

Unit IV**15Hrs****Amendments**

Methods of Amendments.-Important Amendments –Center-State Relations.

Extra Reading / Key words: *42nd amendment, distribution of powers, Union list & Concurrent list*

Unit V**Commissions****15Hrs**

Planning Commission-National Commission –Public Service Commission-Election Commission

Extra Reading / Key words : *NITI AYOOG, TNPSC&UPSC, National commission*

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

Course Outcomes:**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Describe the framing of Indian Constitution and evaluate the role of framers | PSO 3 | R |
| CO-2 | Discuss the Fundamental Rights & Duties and directive principles of State Policy | PSO 3 | U |
| CO-3 | Estimate the functions of President & Prime minister in India | PSO5 | An |
| CO-4 | Describe the working of Union Legislature and interpret the process of law making and Supreme Court in India | PSO 3 | R |
| CO-5 | Differentiate the methods of amendments and Centre – state relations of financial & public administration | PSO 5 | An |
| CO-6 | Evaluate the functions of Planning Commission, National Commission and Public Service Commission and Election Commission | PSO 5 | E |

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

TEXT BOOKS

1. Jayapalan N.(2002), Modern Governments and Constitutions, Atlantic Publishers , New Delhi
2. Kasthuri, J, Modern Governments, Ennes Publications, Udumelpet, 1998.

BOOKS FOR REFERENCE

1. Agarwal, A.C. (1986), Constitutional development in India and National Movement, S. Chand & Company, New Delhi.
2. Kapur A.C (1993) Select Constitutions, New Delhi, Chand Publications
3. Pylee, M.V (1998) Indian Constitutions, New Delhi, S. Chand and Company .
Kasthuri, J (1998) Modern Governments, Udumalpet, Ennes Publication
4. Jayapalan, N, N (1999) Modern Governments, New Delhi, Atlantic Publishers,

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2018 onwards)
Third Year - Semester – V

| | |
|---------------------|--|
| Course Title | NME -1: PLACES OF TOURIST INTEREST IN INDIA |
| Total Hours | 30 |
| Hours/Week | 2HrsWk |
| Code | U15HI5NMT01 |
| Course Type | Theory |
| Credits | 2 |
| Marks | 100 |

General Objective

To Study to important tourist centres in Tamil Nadu, South India, Delhi & North Eastern Region.

Course Objectives

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the definition & Components of Tourism |
| CO-2 | Compare the Tourist Centers in Tamil Nadu |
| CO-3 | Analyse the Tourist centers in South India |
| CO-4 | Compare the Tourist centres in North India & South India |
| CO-5 | Understand the Itinerary in Delhi |

Unit : I Land and Geography

6Hrs

Definition – Classification – importance – Basic components of Tourist Interest.

Extra reading/Key Words: *Boundaries, National, International*

Unit :II Important Tourist Centers in Tamil Nadu

6Hrs

Trichy – Kannyakumari – Madurai – Kodaikannal – Rameswaram.

Extra Reading/Key Words: *Monuments, SPA*

Unit : III Important Tourist Centers in South India

6Hrs

Cochin – Thala Cauvery – Coorg - Ajantha - Ellora - Hyderabad.

Extra Reading/Key Words:*Hill resorts, Beach resorts*

Unit : IV Important Tourist centers in North India

6Hrs

Saranath – Agra – Jaipur – Amritsar – Gurusekthra – Nynital – Kulu – Manali – Leh, Jammu

Extra reading/Key Words :*kedharnath , bhathrinath*

Unit :V Important Tourist Centers at Delhi & NER

6Hrs

Delhi – Red Fort - Mughal Garden – Bhaghai Temple – Kutubminar – Cheerapunchi –

Varanasi – Kajuraho.

Extra Reading /Key Words:*Borapani , Architecture, Wettest place*

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

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|---------------|--|-----------------------|------------------------|
| CO-1 | Understand the basics of Tourism. | PSO 6 | R, U |
| CO-2 | Remember the important cities in Tamil Nadu | PSO 1,7 | R |
| CO-3 | Explain the Tourist spots in South India. | PSO 1,6,7 | An |
| CO-4 | Evaluate the various Tourist Centers in North India . | PSO 1,5,6 | E |
| CO-5 | Analyse the importance of Delhi &NER | PSO 1,6 | An |
| CO-6 | To make the students to start travel agencies and to become travel agents and tour operators | PSO-7 | U |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply; An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. Raphael, D.(2009) - Temples of Tamil Nadu works of Art, Ratmalana Fast Print Service Pvt, Srilanka
2. Sthalapuranas of various temples (Available Temple's Book Stall)

BOOKS FOR REFERENCE :

1. Dass, R.K.(, 2009)- Temples of Tamil Nadu, BharatiyaVidyaBhavan, Bombay.
2. Krishnamurthy K (1995) Introducing Archaeology, Ajantha Publishers, New Delhi
3. Ward Anne,(1997) Adventures in Archaeology, Hamlyn Publishing Group Ltd.,London.
4. PrannathSeth (2000) India, Traveller's Companion, published by sterling Publishers Pvt.td, New Delhi

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

| | |
|---------------------|---|
| Course Title | MAJOR CORE 11 WORLD HISTORY-II FROM 1789 TO 1945 C.E |
| Total Hours | 90 |
| Hours/Week | 6 HrsWk |
| Code | U15HI6MCT11 |
| Course Type | Theory |
| Credits | 2 |
| Marks | 100 |

General Objective

To make the students understand the changes of modern world and to facilitate them to realize the political developments of the world.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Explain French Revolution and its results |
| CO-2 | Analyze the role of Napoleon Bonaparte and Congress of Vienna |
| CO-3 | Understand Concert of Europe and Metternich System |
| CO-4 | Evaluate the causes of American Civil War and revolutions in 1830 and 1848 |
| CO-5 | Understand the unification of Italy and Germany |
| CO-6 | Evaluate the causes for Chinese Revolution and October Revolution |
| CO-7 | Remember the World Wars I and II |
| CO-8 | Understand the world history since 1945 |

Unit-I: Revolution and Reformation

18Hrs

French Revolution - Napoleon Bonaparte - Congress of Vienna - Concert of Europe - Metternich System.

Map: Empire of Napoleon

Extra Reading / Key words : *Liberty, Equality & redraw the map of Europe, continental system*

Unit-II: Liberal National Upheavals

18Hrs

French Revolutions of 1830 and 1848- American Civil War- Unification of Italy- Unification of Germany- Chinese Revolution of 1911- October Revolution of 1917.

Map: Unification of Italy and Germany

Extra Reading / Key words: *Liberalism, Opposition to monarchy, Cavour, Garibaldi, Sun-yat-sen, Mao-tse-tung*

Unit-III: First World War

18Hrs

Causes- Course- Results- Peace Treaties- Significance- League of Nations -World Between Wars (Nazism, Fascism, Imperialism).

Map: Battle Fields of the First World War

Extra Reading/ Key words : *Despotism, Imperialism, Hitler, Mussolini, causes for the failure of League of Nations*

Unit-IV: Second World War

18Hrs

Causes- Course- Consequences- Peace Efforts- Significance - UNO and World Peace.

Map: Centres of the Second World War

Extra Reading / Key words : *Supreme power, policy of appeasement, end of aristocracy*

Unit. V: World Since 1945

18Hrs

Nationalism in Asia- Nationalism in Africa- Cold War- Disintegration of USSR Non Alignment - Disarmament- Globalization- Unipolar World.

Map: Independent Nations in Asia and Africa

Extra Reading/ Key words : *Patriotism, Formation of military blocs ,growing markets Communism*

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

Course Outcomes:

The learners

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Explain the causes and results of French Revolution | PSO 2 | U |
| CO-2 | Critically Analyze the role of Napoleon Bonaparte in the history of France | PSO 1 | An |
| CO-3 | Explain the Concert of Europe and role of Metternich in the system of Metternich | PSO 2 | U |
| CO-4 | Estimate the causes and results of American Civil War and revolutions of France in 1830 and 1848 | PSO 2 | U |
| CO-5 | Discuss role of Mazzini in the unification of Italy and Bismarck in Germany | PSO 1 | U |
| CO-6 | Explain the causes for Chinese Revolution of 1911 and October Revolution of 1917 | PSO 2 | U |
| CO-7 | Describe the causes and results of the World Wars I and II and the role of league of nations and UNO in the history of present world | PSO2 | R, U |
| CO-8 | Explain the world since 1945 especially define Cold War, NAM, Globalization etc. | PSO 8 | U |
| CO-9 | To make the students face the competitive examinations | PSO-5 | U |

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

TEXT BOOKS

- 1.. Srivastva, L.N.,(1997), *International Relations (From 1914 to Present Day)*, SBD Publishers, Delhi. 1.
2. Ketelby, (2000) ,*History of Modern Time From1789*, Oxford University Press, New Delhi

BOOKS FOR REFERENCES

1. Lipson, E.,(1940), *Europe in the 19th and 20th Centuries*, Prentice Hall of India, New Delhi.
2. Settar, S., (1973)*World History*, Landmarks in Human Civilization, Macmillan, New Delhi.
3. Thomson,D.,1996,*World History from1914to1968*, Oxford University Press, New Delhi.
4. Khurana, K.L.(1997), *World History (1453 – 1966 AD)*, LahshmiNarainAgarwal, Agra.

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

| | |
|---------------------|--|
| Course Title | Major Core : 12 - History of Science and Technology |
| Total Hours | 90 |
| Hours/Week | 6 |
| Code | U15HI6MCT12 |
| Course Type | Theory |
| Credits | 5 |
| Marks | 100 |

General objective: To study the scientific and technical understanding of ancient civilization and to make them to understand the developments of science during the 19th & 20th centuries

Course Objectives

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Remember the scientific & technology in ancient, medieval and modern periods in Greece and Rome, China and Europe and in India |
| CO-2 | Remember the various inventions and the role of Copernicus, Kepler, Galileo and Progress in Medical Science |
| CO-3 | Analyze the role of scientific academics in progress in physics & mathematics, Chemistry, Medical Science and inventions in Textiles |
| CO-4 | Understand the role of Charles Darwin and Louis Pasteur, Patrick Manson, Progress in technology, transport – Steam Navigation – Railways and Motor Car |
| CO-5 | Analyze the development of Science and Technology in 20th Century and the discoveries of X –ray – Radium, Atom Bomb, Radio, Radar, Television and Computers |
| CO-6 | Evaluate the progress in astronomy and pioneers of modern times in India and the role of Space Research and Atomic Energy Commission |

Unit – I

19Hrs

Science and Technology in Ancient and Medieval period

Science and Technology in Ancient and Medieval period in Greece and Rome, India, China, Europe and Arabia – Birth of Scientific Inventions and Programme, Astronomy – Copernicus, Kepler, Galileo –Progress in Medical Science

Extra Reading / Key words: *Plato, Aristotle. Galen, Telescope,*

Unit – II

Foundations of Scientific Academics

17Hrs

Scientific growth in 18th Century – Royal Society of London and France –Progress in physics and Mathematics, Chemistry and Medical Science – inventions in Textile Industry – Progress in Natural Science

Extra Reading/ Key words : *Informal organizations, Francis Beacon, Issac Newton, Robert Hooke-Microscopy*

Unit – III**19Hrs****Development of Science and Technology in 19th Century**

Charles Darwin – Michael Faraday – Maxell – Kelvin – Louis Pasteur – Patrick Manson – Progress in technology, transport – Steam Navigation – Railways, Motor Car 0 Engine Car – Diesel Engine Car – Petrol Car – Modern Chemical Industry – Alfred Nobel – Communication.

Extra Reading / Key words : *Inventions, Innovations, evolutionary theories ,pasteuration, Vaccinations*

Unit – IV**17Hrs****Development of Science and Technology in 20th Century**

X –ray – Radium -Atom Bomb – Radio- Radar- Television – Computers- Space Research in Russia – America – Sigmund Freud.

Extra Reading / Key words : *Nuclear, Rays, properties & effect of Atom bombs, electro -magnetic sensors*

Unit – V**Progress of Science and Technology in India****19Hrs**

Progress in astronomy – Space Research – Atomic Energy Commission – Green Revolution – Defence Research and Development Organisation – Pioneers of Modern Science in India – JC Bose – PC Ray – SrinivasaRamanujan - Sir CV Raman – Bhaba – Hargobind Khorana - S. Chandra Sekar – Abdul Kalam – Chidambaram

Extra Reading/ Key words : *Atomic Energy ,Explosion, agricultural strategy, BARC atomic research centre, Hindustan Aeronautics programmes.*

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

Course Outcomes:**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Recall and appreciate the scientific advancements in ancient period and modern periods in Greece, Rome and in India | PSO 8 | R |
| CO-2 | Identify the inventions of Copernicus , Kepler and progress in technology | PSO 1 | A |
| CO-3 | Analyze the role of scientific academics in progress in physics & mathematics, Chemistry, Medical Science | PSO 5 | An |
| CO-4 | Explain the role of Charles Darwin and Louis Pasteur , Patrick Manson and development of transport – Steam Navigation – Railways and Motor Car | PSO 5 | U |
| CO-5 | Compare the development of Science and Technology in 20th Century and the discoveries of X –ray – Radium, Atom Bomb, Radio, Radar, Television and Computers | PSO 8 | U |
| CO-6 | Evaluate the progress in astronomy and the role of Space Research and Atomic Energy Commission | PSO 8 | E |

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

TEXT BOOKS

- 1.Varghese Jeyaraj, (1997), History of Science and Technology, Uthamapalayam
2. Edgar Thorpe, (1965), General Knowledge Manual, New Delhi.

BOOKS FOR REFERENCE

1. Philp Leonard, (1950), Great men of Science,
2. Lon Patrick Pringle, (1957), Great Discoveries in Modern Science, London.
3. Antony, HD, (1963), Science and Background, London.
4. Edgar Thorpe, (1965), General Knowledge Manual, New Delhi.
- 5 John Canning, (1972), 100 Great Modern Lives, Clicut.
6. Kalpana Rajaram,(1993), Science and Technology in India, New Delhi.
7. Sachdeu, SK, (1996), Competition Success Review, New Delhi.
- 8 . Asohk Kumar Singh “Science and Technology, Uthamapalayam

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2018 onwards)
Third Year - Semester – VI

| | |
|---------------------|---|
| Course Title | MAJOR CORE: 13- INTELLECTUAL HISTORY OF MODERN INDIA |
| Total Hours | 90 |
| Hours/Week | 6 |
| Code | U15HI6MCT13 |
| Course Type | Theory |
| Credits | 5 |
| Marks | 100 |

General Objective:

To create interest in students on local history and understand the history of Tiruchirappalli and to facilitate them to classify the monuments of Tiruchirappalli

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the ideologies of Mahatma Gandhi Satyagraha, Civil Disobedience ,Non-cooperation and Jawaharlal Nehru and his Panchasheel, Democratic Socialism Five Year Plans |
| CO-2 | Understand the ideologies of Subash Chandra Bose and his INA and Kamaraj Educational reforms and Kamaraj Plan. |
| CO-3 | Analyse the reforms of Ram Mohan Roy, B R Ambedkar and his contributions to Annihilation of caste ,Chowdar Tank Satyagraha and Father of India Constitution. |
| CO-4 | Remembering the EVR, Self Respect Movement ,Women’s Liberation and Jayaprakash Narayanan Total Revolution. |
| CO-5 | Understand the Rabindranath Tagore, Shantiniketan, Gitanjali and role of Bharathi, Bharathidasan poems in national awakening. |
| CO-6 | Understand the Ramakrishna, Vivekananda, ShriNarayana Guru, RamanaMaha |
| CO-7 | Understand the contributions Muthulakshmi Reddy, Sarojini Naidu, Annie Besant to the National Movement. |
| CO-8 | Remembering the works of Mother Teresa and Mehta Patkar and its impact in society. |

UNIT – I Political

19Hrs

Mahatma Gandhi: Satyagraha (Civil Disobedience – Non-cooperation –Jawaharlal Nehru: Panchasheel –Democratic Socialism – Five Year Plans; Subash Chandra Bose: INA; Kamaraj: Educational reforms –Kamaraj Plan.

Extra Reading/Key Words: National Movement, Principles of International Peace and Cooperation, Indian Army of Liberation, Developmental Planning

UNIT – II Socio Cultural**18Hrs**

Ram Mohan Roy: Fight against social evils; B R Ambedkar: Annihilation of caste – Chowdar Tank Satyagraha – Father of India Constitution – Periyar EVR:–Self Respect Movement – Women’s Liberation Jayaprakash Narayanan Total Revolution.

Extra Reading/Key Words:discriminatory and exploitative practices, upliftment of the downtrodden, annihilation of caste

UNIT – III Literary**18Hrs**

Rabindranath Tagore: Shantiniketan – Gitanjali; Bharathi: Poetry as a weapon on Nationalism: Bharathidasan: Towards New World (‘Pudiyad or UlaguSeivom’) – Women’s Liberation; AyothidasaPandithar: ‘Oru Paisa Thamilan’.

Extra Reading/Key Words:Inter-cultural harmony, The Home and the World, KudumbaVilakku, Dalit movement, Tamilian

UNIT – IV Religious**17Hrs**

Ramakrishna; Vivekananda; ShriNarayana Guru; RamanaMahaRishi; Vallalar’s.

Extra Reading/ Key Words:Divine faith, psychological reductionism, SamarasaSuddhaSanmargaSathiyaSangam, Upadesa

UNIT – V Women Empowerment**18Hrs**

Muthulakshmi Reddy, Sarojini Naidu, Annie Besant, Smt. Indira Gandhi: Twenty Points Programme, Mother Teresa – Mehta Patkar.

Extra Reading/ Key Words: Women’s Indian Association, Thought Forms, National Alliance for Peoples Movement, GaribiHatto, Missionaries of charity, The Missionary Position: Mother Teresa in Theory and Practice(1995),

Course Outcomes:**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|---|----------------|-----------------|
| CO-1 | Discuss the ideologies Non-Violence , Civil Disobedience ,Non-cooperation Movement and Jawaharlal Nehru and his Panchasheel Democratic Socialism, | PSO 2 | U |
| CO-2 | Explain the violence of Subash Chandra Bose and his INA and Kamaraj to the Educational reforms. | PSO 2 | U |
| CO-3 | Distinguish the reforms of Ram Mohan Roy and B R Ambedkar | PSO 2 | A |
| CO-4 | Describe the EVR, Self Respect Movement ,Women’s Liberation and Jayaprakash Narayanan Total Revolution. | PSO 4 | R |
| CO-5 | Explain the Rabindranath Tagore, Shantiniketan, Gitanjali and role of Bharathi, Bharathidasan poems in national awakening. | PSO 2 | U |
| CO-6 | Discuss the reforms of Ramakrishna, Vivekananda, ShriNarayana Guru, RamanaMaha | PSO 2 | U |
| CO-7 | Distinguish the contributions of Muthulakshmi Reddy, Sarojini Naidu and Annie Besant Recall the works of Mother Teresa and Mehta Patkar and its impact in society | PSO 4 | U |
| CO-8 | To make the students face the competitive examinations | PSO-5 | U |

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

TEXT BOOKS

1. Sumit Sarkar, (2004) Modern India, Macmillan, New Delhi,
2. Grover B.L., and Grover S., (2004).A New Outlook of Indian History S. Chand & Co.,
New Delhi,

BOOKS FOR REFERENCE

- 1.B.R. Bati, (1980).Modern Indian Thought, Sterling Publishers Private Limited,
New Delhi,
2. Anil Seal,(1980)., Emergence of Indian Nationalism, New Delhi
3. Gopal, S.,(1987) Jawarhalal Nehru, A Biography, New Delhi,
4. John Gilbert, G (2003) Contemporary History of India, Anmol Publications,
New Delhi

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2018 onwards)
Third Year - Semester – VI

| | |
|---------------------|--|
| Course Title | MAJOR ELECTIVE 3 INTERNATIONAL RELATIONS FROM |
| | 1945 TO 1991C.E |
| Total Hours | 75 |
| Hours/Week | 5 HrsWk |
| Code | U15HI6MET03 |
| Course Type | Theory |
| Credits | 5 |
| Marks | 100 |

General Objective:

To make the students to understand the role of various world organizations and analyse the development of International relations.

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|---|
| CO-1 | Understand the meaning, definition, scope of International Relations and its basic concepts such as Elements of National Power, Balance of Power, Diplomacy and Collective Security |
| CO-2 | Analyze the origin, organs and functions of UNO and its achievement in maintaining world peace. |
| CO-3 | Evaluate the emergence of various geo- political organizations such as European Union, European Community, Arab League. |
| CO-4 | Understand the causes, phases of Cold War and its impact on international politics. |
| CO-5 | Analyze the factors led to the disintegration of Soviet Union and the fall of Communism |
| CO-6 | Evaluate the significance of globalization in International Relations |

UNIT-I

15Hrs

International Relations

Meaning-Definition-scope- Elements of National power-Diplomacy-Balance of power-collective security.

Extra Reading /Key Words: Triple Alliance, Foreign Policy, Super Power, Nation State

UNIT-II

15Hrs

UNO and International Affairs

Various organs-Specialized Agencies - work of U.N.O - Disarmament-SALT.

Extra Reading /Key Words: League of Nations, World Wars, Nuclear Weapons

UNIT-III

15Hrs

Cold war

Emergence of two blocks- NATO, CENTO, SEATO, Warsaw pact-Common Wealth of Nations-Emergence of Third world and Non-Alignment.

Extra Reading /Key Words: Ideological Differences, Collective Security,Neutrality, Alliances,

UNIT-IV**15Hrs****Polarisation**

Consolidation and expansion of European community-European Union-The Arab League- Oil politics

Extra Reading /Key Words: United Europe, European Alliances, Arab Politics

UNIT-V**15Hrs****Soviet Disintegration**

Causes, Courses, Consequences, Uni-polar World - Globalization.

Extra Reading /Key Words: Fall of Communism, U S Ascendency, Open Trade

Course Outcomes:**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Explain the basic concepts in International Relations and the need to study the discipline called International Relations | PSO 2 | U |
| CO-2 | Describe and appreciate the political and non-political activities of UNO. | PSO 6 | U |
| CO-3 | Estimate the aim and objectives of various geo-political organizations. | PSO 6 | E |
| CO-4 | Explain the circumstances led to the Civil War and the emergence of various security alliances during the period of Cold War | PSO 2 | U |
| CO-5 | Analyze the factors responsible for disintegration of USSR and the emergence of Uni Polar world | PSO 1 | An |
| CO-6 | Estimate the impact of Globalization in World politics | PSO 2 | E |
| CO-7 | To make the students face the competitive examinations | PSO-5 | U |

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

TEXT BOOKS

1. Srivastava, L.N, (1999), International Relations, Surjeet Publications, Mumbai.
2. Palmer & Perkins, (2000), International Relations. London

BOOKS FOR REFERENCES

1. Cromwell, R.D, (1969), World History in the Twentieth Century,London.
2. Johari, J.C, (1984), International Relations and politics, New Delhi.
3. Bartlett, C.J., ,(1984)The global conflict 1880-1970,London.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2018 onwards)

Third Year - Semester – VI

| | |
|---------------------|--|
| Course Title | NME-2 TRAVEL FORMALITIES& TICKETING |
| Total Hours | 30 |
| Hours/Week | 2HrsWk |
| Code | U15HI6NMT02 |
| Course Type | Theory |
| Credits | 2 |
| Marks | 100 |

General Objective:

To learn the various travel formalities & its procedure and to give knowledge on Inter National Tourism

Course Objectives

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the Basics Elements ,Components & types of Inter National Tourism |
| CO-2 | Compare the Tourist attraction in the Neighboring Countries |
| CO-3 | Apply the Travel Formalities |
| CO-4 | Examine the Travel Regulations |
| CO-5 | Analyse the Tour Package |

UNIT:I 6Hrs

Meaning - Definition of Inter National Tourism – Tourism – Elements – Components - Types of Inter National Tourism.

Extra Reading Key Words: *Elements, Bird's Eye view*

UNIT:II 6Hrs

Major Neighboring Inter National Tourist Centers – Nepal – Srilanka - Malaysia - Singapore - Maldives.

Extra Reading/ Key Words: *NeighbouringCountries, International Boundaries*

UNIT:III 6Hrs

Travel Formalities - Passport - VISA - Types of VISA - Foreign Exchange

Extra Reading/Key Words: *Emigration, Immigration*

UNIT:IV 6Hrs

Regulations – Currency – Health Tourism -- Air Transport, Rail Transport, Road Transport and Water Transport

Extra Reading/Key words : *Palace on Wheels ,SPA center*

UNIT: V 6Hrs

Minor project work on Inter - national Tour package.

Extra Reading/Key Words: *Methodology, Report Writing*

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

Course Outcomes:**The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Understand the Elements of Tourism in the Internationally. | PSO 1,2,6 | R, U |
| CO-2 | Explain the Tourists destination in the Neighbouring Countries . | PSO 1,2,6 | R |
| CO-3 | Analyze the various procedures involve in Travel. | PSO7 | An |
| CO-4 | Assess all the Travel Regulations in the Inter National Travel | PSO 7 | E |
| CO-5 | Evaluate the work on international tour packages through Project Work | PSO7 | An |
| CO-6 | To make the students start travel agencies and become tour operators and travel agents | PSO-7 | U |

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

TEXT BOOKS

1. Pranath Seth & Sushma Seth Bhat (1990) An Introduction to Travel & Tourism, New Delhi.
2. Pran Seth (1997) Traveller's Companion, 1997, New Delhi.

BOOKS FOR REFERENCE:

3. Jegmohan Negi (1977) 'Travel Agency and Tour Operator's Business', Royal Publishers, New Delhi.
4. Bhatia,A.K (1989) Tourism Development, India House Publishers , New Delhi.
5. Bhatia A.K. (1990)- Inter National Tourism Development, India House Publishers , New Delhi
6. ManojDas' (1995) India a Tourist Paradise Mukkund Publications,. New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
 (For candidates admitted from 2018 onwards)
Third Year - Semester – VI

| | |
|---------------------|-------------------------------|
| Course Title | SBE-5 ARCHIVES KEEPING |
| Total Hours | 30 |
| Hours/Week | 2 HrsWk |
| Code | U15HI6SBT05 |
| Course Type | Theory |
| Credits | 2 |
| Marks | 100 |

General Objective

To enable the students to understand the organization and functions of the archives

Course Objectives:

The learner will be able to

| CO No. | Course Objectives |
|---------------|--|
| CO-1 | Understand the evolution of archives in World and Indian Context. |
| CO-2 | Analyze the materials used and equipment's needed for archives libraries |
| CO-3 | Evaluate the causes for decaying archival materials |
| CO-4 | Understand the functions of Archives |
| CO-5 | Remember the important archives in India |

UNIT – I

6Hrs

Evolution of Archives

Definition – Development of Science of Archive keeping – Ancient –Medieval – Modern times in India-Europe.

Extra Reading /Key Words: *Museums. Historical Records, repositories*

UNIT – II

7Hrs

Making of Archives

Materials used – equipments needed – Creation of Archives by different developments – Archives Libraries.

Extra Reading /Key Words: *Provenance, Shelving, Record Loads*

UNIT – III

5Hrs

Preservation of Archives

Causes for decaying the Records – Preventive measures and precautionary methods of preservations – Repair – Rehabilitation.

Extra Reading /Key Words: *Paper, Light, Pollutants, Humidity*

UNIT – IV**5Hrs****Administration of Archives**

Functions of Archives – Problems faced – Rules and Regulations – Assistances to Scholars.

Extra Reading / Key Words: *Primary Source, Authenticity, Preservation***UNIT – V****7Hrs****Important of Archives in India**

National Archives – Tamil Nadu Archives – Regional Archives – Tamil Nadu Archives and Historical Research – Archives at Sembaganur.

Extra Reading / Key Words: *International Council on Archives Internet Archive,***Note:** *Extra Reading / Key Words are only for Internal Testing(Seminar/Assignments***Course Outcomes:****The learners**

| CO No. | Course Outcomes | PSOs Addressed | Cognitive Level |
|--------|--|----------------|-----------------|
| CO-1 | Discuss the definition of archives and the development of science of archives keeping in India and world | PSO 5 | U |
| CO-2 | Critically analyze the creation of Archives libraries | PSO5 | An |
| CO-3 | Categories the preventive measures for decaying archives | PSO 5 | U |
| CO-4 | Explain the rules and regulations of functioning Archival Libraries | PSO 5 | U |
| CO-5 | Recall the important national archives | PSO 5 | R |
| CO-6 | To make the students to become librarian and to get employability in archives | PSO-6 | U |

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

TEXT BOOKS

1. Thyagarajan.J. (2009), *Archives Keeping*, Tensy Publications, Sivakas,.
2. Baliga B.S., *Guide to the Records preserved in the Madras Record Office.*

BOOKS FOR REFERENCES

1. Sundararaj, M., A.,(2000), *Manuel of Archival System and the World of Archives*, Siva Publications, Chennai.
2. Jenkinson Hilary, *A Manual of Archives Keeping.*
3. Macmillan D.S., (ed) *Records Management.*
4. Sailen Ghose, *Archives in Indi*



HOLY CROSS COLLEGE (AUTONOMOUS)

Affiliated to Bharathidasan University
 Nationally Accredited (4th Cycle) with 'A ++' Grade by NAAC (with 3.75 CGPA)
 College with Potential for Excellence.
 Tiruchirappalli - 620002

PG AND RESEARCH DEPARTMENT OF HISTORY

Programme: M.A HISTORY

| PO No. | Programme Outcomes <i>Upon completion of the B.A Degree Programme, the graduate will be able to</i> |
|--------|---|
| 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. |

HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-2
PG AND RESEARCH DEPARTMENT OF HISTORY
COURSE PATTERN FOR M.A HISTORY

| 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 |
| Ethics | Value Education | | 1 | | |
| Library | | | 1 | | |
| | Internship / Field Work / Field Project 30 Hours | P18SP1ECC01 | | 1 | 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 |
| Ethics | Value Education | | 1 | | |
| Library | | | 1 | | |
| | Internship / Field Work / Field Project 30 Hours | P18SP2ECC01 | | 1 | 100 |
| Total | | | 30 | 23 | 600 |

SEMESTER- III

| Course | Title of the course | Code | Hr/wk | Credits | Marks |
|------------------|--|-------------|-----------|-----------|------------|
| 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-1 | Archaeology/ Indian Epigraphy | 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 30 Hours | P18SP3ECC01 | | 1 | 100 |
| Total | | | 30 | 26 | 600 |

SEMESTER - IV

| Course | Title of the course | Code | Hr/wk | Credits | Marks |
|--------------------|---|--------------|------------|----------------|------------------------|
| 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 /History of South Indian Art and Architecture | P17HI4MET02 | 6 | 4 | 100 |
| Major Elective 3 | History of South East Asia / Heritage Studies | P17HI4MET03 | 6 | 4 | 100 |
| Project | Project | P17HI41DIS01 | 4 | 3 | 100 |
| Library | | | 1 | | |
| | Internship / Field Work / Field Project 30 Hours | P18SP4ECC01 | | 1 | 100 |
| Total | | | 30 | 23 | 600 |
| Grand Total | | | 120 | 90+2=92 | 2000+100 = 2100 |

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2020 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 Objective: 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,Chalukyias of Badami, Nagara Style & Dravidian Style,Gujarat and Kalyana ,Administrations, Trade guilds, Growth of Vaishnava and Saiva religions. |

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 learners

| 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 | PSO:3 | E |

| | | | |
|------|--|-------|---|
| | Invasion ,Mauryan Empire, Chandragupta , Asoka's Dhamma and His Inscriptions, Mauryan Administration, Art and Architecture. | | |
| CO-4 | Discuss the Evolution of Jatis, Sathavahanas and State Formation in the Peninsula ,Indo-Greeks, Sakas, Parthians, Kushanas: Kanishka, Culture and Art. | PSO:3 | U |
| 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 |

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

TEXT BOOKS

1. Majumdar.R.C. (2002)*An Advanced History of India*, Mac Millan, New Delhi.
2. Basham. AL., (2003)*The Wonder that was India*, Rupa & Co., New Delhi.

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. V incent A., (2002)Smith, *The Oxford History of India*, OUP, New Delhi.
7. Jha.D.N. (2004) *Ancient India: In Historical Outline*, Manohar Publication, New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2020 onwards)
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 objective: 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 **19Hrs**

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 **19Hrs**

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 learners

| 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-ud-din Khilji’s control of the market system and Disintegration of Delhi sultanate in India | PSO 4 | E |
| 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 |

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

TEXT BOOKS

- 1.Majumdar.R.C., (2002),*An Advanced History of India*, Mac Millan, New Delhi.
- 2.Khurana.K.L., (2007), *Medieval India*, Lakshmi Narayan Agarwal, Agra.

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, 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.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2020 onwards)
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 | P17HIIMCT03 |
| Course Type | Theory |
| Credits | 4 |
| Marks | 100 |

General Objective:

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 learners**

| 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 |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply; An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. Subramanian, T, (1985), *Social and Cultural History of Tamil Nadu*, Madras
2. Rajayyan K., (1989), *History of Tamil Nadu*, Ratna Publications, Trivandrum.

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

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2020 onwards)
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 | P17HI1MCT04 |
| 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 III Birth 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 learners**

| 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 |

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

TEXT BOOKS

1. Cocking. D.C.(2004),*History of Europe*, Mangaldeep Publications, Jaipur.
2. Manoj Sharma, (2005) *History of World Civilization*, Anmol Publications P. Ltd., New Delhi.

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

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2020 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 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 learners

| 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 Dalit's 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 |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply;An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. J.A. Andrews, and W.D. Hines, 1987, International Protection of Human Rights. Mansell Publishing Ltd. London
2. R.S. Pathak, (ed.), 1988, Human Rights in the Changing World, International Law Association, New Delhi

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. A.R. Desai, (ed.), 1986, Violations of Democratic Rights in India, Popular Prakashan, Bombay.
7. M. Rama Jois, 1997, Human Rights and Indian Values. NETE, Delhi.
- 8 C.J. Nimal, (ed.), 1999, Human Rights in India : Historical, Social and Political Perspectives, Oxford University Press, New Delhi.
9. Amartya Sen,. 1999, Development As Freedom, Oxford University Press, New Delhi.
10. Sivagami Paramasivam, 2000, Studies in Human Rights, Salem.
11. Subbian, 2000, A Human Rights Systems, New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2020 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 Objective: 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 Bhakti movements, 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,*

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

Course Outcomes:**The learners**

| 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 |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply;An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. Majumdar R. C.,(2002) *An Advanced History of India*, Mac Millan, New Delhi
- 2.Sathiyathatha Iyer, (2002)*A History of India*, Chennai, 2002

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

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2020 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 learners**

| 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 |

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

TEXT BOOKS

1. Cromwell. R.D.(1969), *World History in the 20th Century*, London.
2. Weech. W.N.(2001) *History of the World*, Oldhams Press, New York.

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. Hayes, CD, (1979) *Modern Europe*, Madras: S. Chand & Co., New Delhi.
5. Swain, J. E,(1997) *A History of World Civilisation*, Eurasia Publishing House (Pvt.) Ltd. New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2020 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 Objective: 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 learners**

| 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 |

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

TEXT BOOKS

1. Chopra P.N., (1992) *Quit India Movement*, Publication Division, New Delhi.
2. Grover B.L. & S .Grover. (1996) *A New Look at Modern Indian History*, S. Chand & Company, New Delhi.

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. Gandhi M. K., (2004) *My Experiments with Truth*, Navajivan, Adhmedabad.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2020 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 Objective:

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 learners**

| 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 |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply; An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. Dutt.R.C(1989)., *History of Economic India*, VOL. 1&2, New Delhi, Publication Division
2. S.N.Pandey(2008)., *Economic History of Modern India 1757-1947*, Readworthy Publications Pvt.Ltd

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. Tirthankar Roy(2000), *The Economic History of India*,1857-1947,OUP, Madras,
- 4..S.N.Pandey(2008)., *Economic History of Modern India 1757-1947*, Readworthy Publications Pvt.Ltd
- 5 .Dietmar Rothermund(2013)., *An Economic History of India from pre-colonial times to 1991*, Cambridge Publishing House

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2020 onwards)
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 learners**

| 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 |

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

TEXT BOOKS

1. Murlidhar C.Bhandare(2010), *The World of Gender Justice* ,Har-anand Publication
2. Stevi Jackson and Sue Scott(2015), *Gender: A Sociological Reader* Routledge Chapman & Hall Publications

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,

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 onwards)
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 History18Hrs

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 Gender17Hrs

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 Sphere19Hrs

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, PrarthanaSamaj 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 smiriti, Equal Remuneration, Welfare Laws, Conjugal rights.

Unit IV: Women’s Question in the Modern and Postmodern Era18Hrs

Ishwar Vidhya Sagar, Swami Vivekananda, Swami Dayan Saraswati, Jyotirao and Savitribai Phule – TarabhaiShinde 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 Strategies18Hrs

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 learners**

| 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 | PSO 4 | U |

| | | | |
|------|---|------|---|
| | and remedies available to women. | | |
| 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 |

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

TEXT BOOKS

1. Morgan, Sue. Ed (2006) ., *The Feminist History Reader*. London: Routledge
2. Ramasami, Periyar. E.V (2009)., *Women Enslaved* New Delhi: Critical Quest.

BOOKS FOR REFERENCE

- 1.Engels, Frederick(1909) *The Origin of the Family: Private Property and the State*. Chicago:Cherles H. Keer and Company.
2. Lerner, Gerda (1986)., *The Creation of Patriarchy*. New York: Oxford University Press,
3. Sangari, Kumkum and SudeshVaid. 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: VintageBooks,
- 5.Tharu, Susie J. and K. Lalita. Ed.(1993) *Women Writing in India 600 B.C. to the early 20thCentury*. Delhi: Oxford University Press
- 6.Kumar, Radha(1993). *A History of Doing: An illustrated Account of Movements for Women'sRights 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,

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 onwards)
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 |

General Objective

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

Course Objectives

The learners

| 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, Pits 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 learners**

| 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 |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply; An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

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,

BOOKS FOR REFERENCES:

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

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

| | |
|---------------------|---|
| Course Title | MAJOR CORE 12: HISTORICAL WRITING & RESEARCH METHODOLOGY |
| Total Hours | 90 |
| Hours/Week | 6 |
| Code | P17HI3MCT12 |
| 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 Heras, 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 CONCEPTUAL FRAME WORK

18Hrs

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 RENAISSANCE HISTORIOGRAPHY**18Hrs**

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

Extra Reading/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 learners**

| 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 Barani, Ibn Battuta, Abdur Razzak. | PSO-5 | A |
| 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 |

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

TEXT BOOKS

- 1 . Sreedharan, E. (2004)., *A Text book of Historiography 500 B.C. to 2000 A.D.*, Delhi,
2. Bridget Somekh and Cathy Lewin.(2005).*Research Methods in the Social Sciences*, (New Delhi: Vistaar Publications,

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: Wily Eastern.
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).

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 onwards)
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 Objective:

To enable the students to understand the meaning and definition of archaeology, study the history of world archaeology and Indian archaeology, analyse 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 | Analyse the methods of site survey and excavation techniques. |
| CO-5 | Analyse 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 Prinsep - 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 learners**

| 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 |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply;An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. Rajan, K., (2002) *Archaeology:Principles and Methods*, Manoo Pathippakam, Thanjavur.
2. Rajan. K., (2016),*Understanding Archaeology*, Manoo Pathippakam, Thanjavur.

BOOKS FOR REFERENCE:

3. Childe, V.Gordon, (1960), *A Short Introduction to Archaeology*, Collier, New York.
4. Kenyon, K.M., (1961), *Beginning in Archaeology*, Revised edition, Phoenix House, London.
5. Piggot, S., (1965), *Approach to Archaeology*, Harvard University Press, Cambridge, Mass.
6. Daniel, Glyn E., (1967), *The Origins and Growth of Archaeology*, Pelican Books, London.
7. Binford, L.R., (1968), *New Perspectives in Archaeology*, Aldine, Chicago
8. Barker, Philip, (1977), *Techniques of Archaeological Excavation*, B.T.Batsford Ltd., London.
9. Sharer, Robert J., and Wendy Ashmore,(1979), *Fundamentals of Archaeology*, The Benjamin/Cummings Publishing Company, Inc., California.
10. Chakrabarti, Dilip.K., (1988)*A History of Indian Archaeology : From the Beginning to 1947*, Munishiram Manoharlal, New Delhi.
11. Trigger, G. Bruce, (1989), *A History of Archaeological Thought*, Cambridge University Press, Cambridge.
12. Petrie, W.M.F., (1904), *Methods and Aims in Archaeology*, Macmillan, London.
13. Hodder, I., (1991), *Archaeological Theory in Europe: The Last Thirty years*, Blackwell Publishers, Oxford.
14. Rajan, K., (1994)*Archaeology of Tamil Nadu (Kongu Country)*, Book India Publishing Company, Delhi.
15. Rajan, K., (1997)*Archaeological Gazetteer of Tamil Nadu*, Manoo Pathippakam, Thanjavur.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 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, behavioural 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: Behavioristic 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

Unit IV

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 - Analyse the Life Skills Approach in education curriculum

Extra Reading/Key Words: Assignment, Mini Projects

Course Outcomes:

The learners

| 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 behaviours 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 Behavioristic 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 |

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

TEXT BOOKS

1. Dakar Framework for Action, (2000). *Education for All: Meeting our Collective Commitments*, Dakar, Senegal.
2. Singh Madhu, (2003). *Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality*

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*
3. *Life Skills Resource Manual, Schools Total Health Program*, (2006). Health Education and Promotion International Inc., Chennai.
4. Kumar .J. Keval, (2008). *Mass Communication in India*, JAICO Publication India Pvt. Ltd
5. Rao P.L. (2008). *Enriching Human Capital through Training and Development*, Excel Books, Delhi.
6. UNESCO and Indian National Commission for Co-operation with UNESCO(2001). *Life Skills in Non-formal Education: A Review*
7. *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
PG and Research Department of History
(For candidates admitted from 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: *Chaghan , 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 learners

| 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 |

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

TEXT BOOKS

1. Nilakanta Sastri, (1950) K.A, An Comprehensive History of India, Art Press, Madras.
- 2 . Upinder Singh (2018)A History of Ancient and Early Medieval India, Pearson India Education Services Pvt Ltd, New Delhi.

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. Sathiyathatha 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.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 onwards)
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 learners**

| 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 | PSO 1 | U |

| | | | |
|------|---|-------|---|
| | contribution of various sectors to the nation building process. | | |
| 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 |

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

TEXT BOOKS

1. Bipan Chandra, India since Independence, Penguin, New Delhi, 2002
2. B.V.Rao, History of Modern world, Sterling Publishers Pvt. Ltd

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 cent, Harper Press 2010, London

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 onwards)
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 Objective:

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, Susidiary 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 learners**

| 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 Naykara 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 |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; U- Understand;

Ap – Apply; An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. Nilakantasastrri KA, (1980), *History of South India*, Oxford University Press, Delhi.
2. Rajayyan. K(2005), *Tamil Nadu: A Real History*, Ratna Publications, Tarnil Nadu, India.

BOOKS FOR REFERENCE :

1. Krishnasamy Pillai,(1964) A, *Tamil Country under Vijayanagar*, Annamalai University, Chidambararn.
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. Nilakantasastrri KA, (1980), *History of South India*, Oxford University Press, Delhi.
5. Nilakantasastrri K.A. (1935), *The Cholas*, Madras University, Madras.
6. Pillai. K.K, (2000), *Social History of the Tamils*, Oriental Books, Chennai.
7. Raman.K.V.,(1975)*Pandyar Varalaru* , Abinave Publications, New Delhi,.
8. Subramanian. N.,(1966)*Sangam Polity*, Asia Publishing House, Bombay.
9. Subramanian. N.,(2005), *History of Tamil Nadu upto 1565*, Eswar Publications, Udumalpet.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2019 onwards)
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 Objective:

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 learners

| 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 |

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

TEXT BOOKS

1. Aiden & Magenis, (1960), A History of the United States of America, New York.
2. Khurana, K.L. (2004), History of USA, Laskhmi Narayan Agarwal, Agra.

BOOKS FOR REFERENCES

1. Hill, C.P., (1948), A History of the U.S.A, Arnold, Heineman, Publication USA.
2. Parkes, I.B., (1976), A History of the U.S.A., Scientific Book Agency, New Delhi.
3. Rajayyan, R. (1978), History of the U.S.A, Madurai Publishing House, Madurai.
4. Krishnamurthy, (1980), History of United States of America, Ennes Publication, Madurai.
5. Adams J.T., (1981), Frontiers of American Culture, Madsworth Publishing, USA.
6. 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
(For candidates admitted from 2019 onwards)
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 Objective

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 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, ,

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 learners

| 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 |

PSO – Programme Specific Outcomes; CO – Course Outcome; R- Remember; Understand;

Ap – Apply;An – Analyse; E- Evaluate; C – Create

TEXT BOOKS

1. Buckley, R.,(1995)US-Japan Alliance Diplomacy 1945–1990, Cambridge, Cambridge University Press.
2. Megarry, T., (ed.) (1995) The Making of Modern Japan

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.