



(For Candidates admitted from the academic year 2021-22 onwards)
**HOLY CROSS COLLEGE (AUTONOMOUS)TIRUCHIRAPPALLI-
SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM**

LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)

Program Outcomes (POs)

- PO 1** - Demonstrate ability and attitude to acquire knowledge and skills in the advancing global scenario to apply them effectively and ethically for professional and social development.
- PO2**- Involve in research and innovative endeavors and share their findings for the wellbeing of the society.
- PO3** – Work effectively in teams and take up leadership in multi-cultural milieu.
- PO4** – Act with moral, ethical and social values in any situation.
- PO5**- Excel as empowered woman to empower women
- PO6** –Participate in activities towards environmental sustainability goals as responsible citizens.
- PO7**- Pursue higher studies in the related fields of science, humanities and management.
- PO8** - Integrate and apply historical facts and literary perspective of life to understand real life situations and work environment.
- PO9**. Demonstrate proficiency in literary and linguistic skills in the present scenario and political intelligence to build better citizenship.

Program Specific outcomes (PSOs)

- PSO: 1** Develop a thorough purview of history of different countries and humankind to evaluate historical ideas, arguments and perspectives.
- PSO: 2 Construct** the socio political and cultural scenario of the past and prepare for the events of present and future.
- PSO:3 Demonstrate** competencies through the study of India and World History with the scientific, critical and rational approach.



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

**HOLY CROSS COLLEGE(AUTONOMOUS),TIRUCHIRAPPALLI
SCHOOL OF HUMANITIES**

**PG AND RESEARCH DEPARTMENT OF HISTORY
LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)
UG COURSE PATTERN 2021-22
SEMESTER -I**

Semester	Part	Course	Title of the Course	Code	Hours/ Week	Credits	Marks	
I	I	Language	Tamil Paper-I/ Hindi Paper-I/ French Paper-I	U21TL1TAM01/ U21HN1HIN01/ U21FR1FRE01	3	3	100	
	II	English	General English-I	U21EL1GEN01	3	3	100	
	III	Major Core- 1	History of India from Pre-History to 712 CE	U21HI1MCT01	6	5	100	
		Major Core- 2	Indian Geography	U21HI1MCT02	5	4	100	
		Allied - 1	Basics of Tourism	U21HI1ALT01	4	2	100	
		Allied - 2	Women Studies in the Historical Perspectives	U21HI1ALT02	4	2	100	
	IV	Environmental Studies	Environmental Studies	U20RE1EST01	2	1	100	
		MSBE -1	Museology	U21HI1SBT01	2	1	100	
		Value Education	Ethics-I/ Bible Studies- I/ Catechism-I	U21VE2LVE01/ U21VE2LVB01/ U21VE2LVC01	1		100	
		Service Oriented Course			-			
		Internship/ Field Work/ Field			U21SP1ECC01	-	2	100

	Project 30 Hours-Extra Credit				
	Total		30	23	900+10 0

SEMESTER II

Semester	Part	Course	Title of the course	Code	Hours	Credits	Marks
	I	Language	Tamil Paper II/ Hindi Paper II/ French Paper II	U21TL2TAM02/ U21HN2HIN02/ U21FR2FRE02	3	3	100
	II	English	General English –II	U21EL2GEN02	3	3	100
	III	Major Core – 3	History of India from 712 to 1526 C.E.	U21HI2MCT03	5	4	100
		Major Core – 4	History of Tamil Nadu up to 1279 CE	U21HI2MCT04	5	4	100
		Major Core – 5	Historical and Cultural Tourism in India	U21HI2MCT05	4	3	100
		Allied – 3	Travel Agency and Tour Operators Business	U21HI2ACT03	4	2	100
	IV	Skill Based Course (SBC) – 1	Soft Skills Development	U21RE2SBT01	2	1	100
		Skill Based Course (SBC) – 2	Sustainable Rural Development and Student Social Responsibility	U21RE2SBT02	2	1	100
		Industrial Relation	Introduction to Archaeology and	U21HI2IRT01	1	1	100

II			Epigraphy				
	Value		Ethics- I /	U21VE2LVE01/	1		100
	Education		Bible Studies I/	U21VE2LVB01/			
			Catechism I	U21VE2LVC01			
			Service Oriented Course	-	-	-	
			Internship / Field Work / Field Project 30 Hours - Extra Credit	U21SP2ECC01		2(Extra Credit)	100
		Total		30	22+2	1000+ 100	

Course Title	MAJOR CORE: I HISTORY OF INDIA FROM PRE – HISTORY TO 712 CE
Code	U21HI1MCT01
Course type	Theory
Semester	I
Hours/Week	6
Credits	5
Marks	100

CONSPECTUS

The students will be able to acquire knowledge about identifying important sites and Civilizations explain the territorial extension of empires and art & architecture under various dynasties and the end of native empires with the advent of Arabs in Sindh.

COURSE OBJECTIVES

1. To understand the Pre-historic culture, civilizations of Harappan, Vedic and Epic period
2. To differentiate the teachings of Buddhism and Jainism and its impact on society and interpret the invasions of Persian and Greeks in India.
3. To analyse the administrative methods and Art and Cultural contributions of Asoka.
4. To analyze the rise of Great Empires of Kushanas and Guptas period and describe their Cultural Development.
5. To assess the age of Harsha, Rajput Culture and explain Arab conquest of Sindh and its Impact and causes for the End of Native Empire.

UNIT-I: PRE AND PROTO-HISTORIC INDIA

15 HRS

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

15 HRS

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

15 HRS

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, 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

15 HRS

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

15 HRS

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.

PRESCRIBED TEXT BOOKS

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 Comprehensive History of India**, Art Press, Madras.

SUGGESTED READINGS

1. Basham, A.L, (1967) **The Wonder that was India**, Rup & Co, New Delhi.
2. Sathiyanaatha Iyer R.,(1974)**History of India Vol.I**,Viswanathan Publication Pvt Ltd, Chennai.
3. Kosambi, D.D,(1992)**The Culture and Civilization of Ancient**, Vikas Publishing, New Delhi, India.
4. Majumdar.R.C. (2002)*An Advanced History of India*, Mac Millan, New Delhi.
5. Upinder Singh (2018)*A History of Ancient and Early Medieval India*, Pearson India Education Services Pvt Ltd, New Delhi.

WEB REFERENCES

www.iloveindia.com.

<https://dsal.uchicago.edu/reference/gazetteer/>

https://en.wikipedia.org/wiki/Epigraphia_Indica

COURSE OUTCOMES

CO No.		Cognitive Level
CO-1	To Infer knowledge on physical and Geographical structure of India and Harappan & Vedic Civilization.	K2
CO-2	To classify the administrative methods of Maurya and Gupta period.	K3
CO-3	To analyse the Art & Cultural development under Mauryas, Kushans & Gupta age in India.	K4
CO-4	To evaluate the end of native empire and the Arab conquest in Sindh.	K5

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

PO – CO MAPPING

CO-PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	H	H	M	M	--	M	H	H	M
CO2	H	H	M	M	--	M	H	H	M
CO3	H	M	M	M	--	H	H	H	--
CO4	H	H	H	M	--	M	H	H	M

PSO – CO MAPPING

CO/PSO	PSO 1	PSO2	PSO3
CO1	H	H	M
CO2	H	H	H
CO3	H	H	H
CO4	H	H	M

Course Title	MAJOR CORE: 2- INDIAN GEOGRAPHY
Code	U21HI1MCT02
Course type	Theory
Semester	I
Hours/Week	5
Credits	4
Marks	100

CONSPECTUS

The student will be able to acquire knowledge about physical setting, classifying natural resources and describe the physical divisions and economical activities.

COURSE OBJECTIVES

1. To understand the relevance of geographical knowledge of India's Location and Extent the Boundaries in the earth and explain its land form, Climate and Rainfall.
2. To explain the natural resources of India and classify the different types of Soil, Water resources Forest- Wildlife and Mineral Resources.
3. To describe the importance of Physical features and the Divisions of Northern
4. Mountains, Central Plains, Peninsular Uplands, Southern Coastal Plains and Islands.
5. To analyze the economic activities of India apply the knowledge such as Agriculture, Horticulture, Animal Husbandry and Fisheries and also the development of Industries and Transport & Communication

UNIT-I:PHYSICAL SETTING

15HRS

Location- Extent- Size- Boundaries- Land Forms- 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: PHYSICAL DIVISIONS

15HRS

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

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

UNIT-IV: ECONOMIC ACTIVITIES

15HRS

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

Communication

**Economic
Activities**

**(17
Hours)**

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

PRESCRIBED TEXT BOOKS

1. Mathur S., *Indian Geographical Facts*, Rupa & Co Publication, Delhi,
2. Siddartha & Mukarjee .S. *Indian Industry-a Geographical perspective*, Kisalaya publications , 2006
3. Chopra A *Hand book of Geography*, carland publications, New Delhi, 1958

SUGGESTED READINGS

- 1.R,C,Diwari *A geography of India*, Prayag pustak bhavan,Allahabad,2010
- 2.Rajiv Ahin *Geography* (For the UPSC Examination)
- 3.Kanna .KK & Gupta V.K *Economic and commercial geography of India* Sultan Chaand and Sons , 2001.
- 4.Farooq A. Khan & Shabana Ashmi *Geography – world and India*, DGP Publications ,Delhi,2009

WEB REFERENCES

<https://www.3dgeography.co.uk/geography-of-india>
http://mha.nic.in/sites/upload_files/mha/files/BM_MAN-IN-PAKS-060513.pdf

COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	To describe the physical setting of the location, extent, size, boundaries, land forms, climate-Rainfall and Drainage of India	K1
CO-2	To classify the natural resources of the Soil, Water, Forest, Wildlife, Energy, Mineral Soil, Water, Forest, Wildlife, Energy and Minerals	K4

	of India and the economic activities like agriculture, horticulture, industry ,transport and communication.	
CO-3	To justify the importance of multipurpose projects of Bhakhra Nangal, Damodar Ghati, Hirakud, Beas and its impacts.	K5
CO-4	To elaborate the Geographical features of India Northern Mountains, Central plains, peninsular Uplands, Southern Coastal Plains, Islands.	K6

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

PO – CO MAPPING

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9
CO 1	H	H	M	M	-	H	H	M	M
CO 2	H	H	M	M	-	H	H	M	-
CO 3	H	H	M	M	-	H	M	M	-
CO 4	H	H	H	H	-	H	H	H	-

PSO – CO MAPPING

CO/PSO	PSO 1	PSO 2	PSO 3
CO 1	H	M	M
CO 2	M	M	M
CO 3	M	M	M
CO 4	H	M	M

Course Title	ALLIEDCOMPULSORY-1BASICS OF TOURISM
Code	U210HI1ALT01
Course type	Theory
Semester	I
Hours/Week	4
Credits	2
Marks	100

CONSPECTUS

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

COURSE OBJECTIVES

1. To remember the various meaning, definition and Scope of Tourism, Components and types of Tourism and the development of Travel in Ancient, Medieval & Modern period
2. To understand the Emergence of Modern Tourism and Travel Agencies
3. To analyse the functions of various Tourist organizations such as Department Of Tourism, India Tourism Development Corporation (I.T.D.C), TamilNadu Tourism Development Corporation (T.T.D.C) and the Functions of Ministry of Tourism
4. To assess the various modes of transportations Rail, Water, Air and Road Transportation
5. To classify the Tourist Resources in India and discuss 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/KeyWords : Pilgrimage, Business, Health

UNIT: II EMERGENCE OF TOURISM AS AN INDUSTRY

12HRS

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

Extra Reading/Keywords: Transportation, Air, Water, Road

UNIT: III DEVELOPMENT OF TOURISM **12HRS**

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/KeyWords: Travel Bungalow, Concessions. National Highways.

UNIT: IV Transportation **12HRS**

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

Extra Reading/Keywords: IATA, Sathapthi Express.

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

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

Extra Reading/Keywords: Marina Beach, Goa Beach, Thottabetta, Kodaikanal

PRESCRIBED TEXTBOOKS

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

SUGGESTED READINGS

1. Nafees A. Khan, (2001), Development of Tourism in India, Anmol Publication, Pvt. Ltd., New Delhi.
2. Bhatia A. K., (2003), *Tourism Development*, Sterling Publishers, New Delhi.
3. Burkart A. J Medlik. S, (1988), *Tourism past present and future*, ELBS Publisher, London.
4. Anand M.M, (1976), *Tourism and Hotel Industry in India*, Prentice Hall of India Pvt. Ltd New Delhi

WEB REFERENCES

1. Websites of Ministry of HR, Authorities of HR, Multinational Corporations, Tourism Organizations; Tourism Departments of India, and from different nations of the World.
2. Websites of Tourism Authorities/ Departments and Hotels from different nations of India.
3. Websites of BBC, RFI and others, Online Radios and Media Websites.

COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO1	To summarize the origin, development and different Components Of Tourism and various functions of tourist organization in India.	K2
CO2	To assess the significant tourist resources in India with the mode of transportation.	K3
CO3	To justify the impact of tourism in socio, economic, cultural and psychological dimension and the role of climate to enhance the tourist attraction in India.	K5
CO4	To design and develop the personalized Domestic tourist package of promote tourism in Indian families.	K6

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

PO – CO MAPPING

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO-1	H	H	M	M	-	H	H	H	-
CO-2	M	H	M	M	-	H	M	M	-
CO-3	H	H	H	M	-	M	M	M	-
CO-4	H	H	H	M	-	H	M	M	-

PSO – CO MAPPING

CO/PSO	PSO1	PSO2	PSO3
CO-1	M	M	M
CO-2	M	H	M
CO-3	M	M	M
CO-4	H	M	M

Course Title	ALLIED COMPULSORY: 2 WOMEN'S STUDIES IN THE HISTORICAL PERSPECTIVES
Code	U21HI1ALT02
Course type	Theory
Semester	I
Hours/Week	4
Credits	2
Marks	100

CONSPECTUS: The students will be able to acquire knowledge about basic concepts, terms and issues related to Women's Studies in the historical perspective and to examine these concepts from their everyday experiences.

COURSE OBJECTIVES

1. To understand the Nature, Scope and importance of Women's Studies and UNO's Response towards the emancipation of Women made for the Progress of the Society
2. To explain the position of women down the ages and the role of women in epics and puranas.
3. To analyse the role of women in the Buddhist and the Jain Era.
4. To assess the Social customs, women in administration, women religious devotees during the Medieval India.
5. To analyse the Women Social Reformers of the 19th& 20th Century in India.

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 made for the Progress of the Society .

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, Kavar Pendu, Kakkai Padiniyar, Nachiniyar, Perumkoopendu -Manimekalai.

Extra Reading/(Keywords):*Bhikshuni Sanghas, Queen Prabhavati,*

Bharti of mithila, Patriarchal society, sons of soil, Atti Chudi, Konrai Ventam, Ulaka-Niti, Muturai Nalvazhi, Nanneri, Niti-Neri Vilakkam, 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 - Aghalyabai Holker, Nur Jehan - Mumtaz Mahal - Chand Bibi Some heroic women - Samyogita, Padmini of Chittor, Jijabai and Tarabai - Women religious devotees: Mira Bai- Zeb-un- Nisha

Extra Reading/(Keywords):*Tirumangai Alvar, Dark age, polygamy, Sahagaman, Domingo Paes,*

UNIT:-V WOMEN SOCIAL REFORMERS OF THE 19TH& 20TH CENTURY

13 HRS

Women Contributions to women's progress - Pandita Ramabai - Maharani Tapasvini - Swarna Kumari Devi - Rani Swarnamughi - Ramabai Ranade –Dr.Muthulakshmi Reddy–Meenakshi –Indra Nooyi- Medha Patkar.

Extra Reading/(Keywords):*corruption and transperancy, Narmada Bachao Andolan, Amachya Ayushyatil Athavani, Seva sadan, World Economic Forum*

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

PRESCRIBED TEXT BOOKS

1. Padmini Sengupta,(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.

SUGGESTED READINGS

1. Subbamma Malladi ,(1998),Hinduism and Women, Ajanta Publications, New Delhi
2. Indian Women Through Ages, Sharma Sarup &sons, New Delhi.
3. Fuller, Margaret. (1997).Woman in the Nineteenth Century and Other Writings .Oxford, Oxford University Press.Fuller.
4. Margaret. (1997).Woman in the Nineteenth Century and Other Writings Oxford.
5. Indra Gandhi , (2001),The Story of Women, Indian Book Company , New Delhi.
6. Altekar A. S.(2014)Position of Women in Hindu Civilization: From Prehistoric Time to the Present Day. India. Aryan Books International University Press.

WEB REFERENCES

1. <https://abhisays.com/india/life-of-women-in-ancient-india.html>.
2. <https://www.dawn.com>
3. <http://nrcw.nic.in/index2.asp?sublinkid=450>

CO No.	Course Outcomes	Cognitive Level
CO-1	To understand the basic knowledge and importance of Women's Studies and its theoretical roots , key concepts and scope.	K2
CO-2	To analyse the position of women in Indus Valley Civilization, Vedic and Epic Period and gender issues in the society to bring social change for gender equality and empowerment of women.	K4
CO-3	To argue the status of women during Sangam, Buddhism and Jainism period and its impact in present day and the challenges of women faced during ancient and medieval Period.	K5

COURSE OUTCOMES

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

PO – CO MAPPING

CO-PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	H	M	M	M	H	M	M	H	M
CO2	H	M	M	H	H	M	M	H	M
CO3	H	M	M	H	H	M	M	M	M

PSO – CO MAPPING

CO/PSO	PSO1	PSO2	PSO3
CO-1	M	H	H
CO-2	H	H	H
CO-3	H	M	H

Course Title	MAJOR SKILL BASED ELECTIVE 1- MUSEOLOGY
Code	U21HI1SBT01
Course type	Theory
Semester	I
Hours/Week	2
Credits	1
Marks	100

CONSPECTUS

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

COURSE OBJECTIVES

1. To understand the definition and objectives of Museology
2. To analyze the History of Museums
- 3 . To remember various types of Museums, and understand peculiarities of National, Regional and State specific museums.
4. To evaluate the Functions of Museums and understand various techniques employed by museums in conservation and preservation of its artefacts.
5. To conduct a study of select museums in India to analyze its peculiarities and specifications.

UNIT 1 – DEFINITION AND HISTORY OF MUSEOLOGY 3 HRS

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

3 HRS

Archaeological Museums – Art Museums – Living History Museums – Natural History Museums – Encyclopedic 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

3 HRS

Functions of Museum – Conservation- Preservation Techniques – Storage – Education – Research

Key Words: *Euthanizing, Stabilization, Restoration, NPS Management Policies*

UNIT IV - MUSEUM RELATED ORGANIZATIONS

3 HRS

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

3 HRS

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 Mangammal Mahal*

PRESCRIBED TEXT BOOKS

1. Ghosh, D.P. (1968). *Studies in Museum and Museology in India*, Indian Publications; First Edition.
2. Ambrose, Timothy & Paine, Crispin.(1993). *Museum Basics*. London and New York. Routledge
3. Jeyaraj, V. (2005). *Museology – heritage management*. Chennai: Sea waves Printers,
4. Chakrabarti, Mahua. (2016). *Museums of India*. New Delhi. National Book Trust

SUGGESTED READINGS

1. David Dean and Edson Gary (1994). *The Handbook for Museums*. London: Routledge
2. Ward, Phillip R. (1986). *The Nature of Conservation, A Race Against Time*. Santa Monica, CA: The J. Paul Getty Institute.
3. Fahy, Anne.(1995).*Collection Management*. London: Routledge
4. McLean, Fiona (1997). *Marketing the Museum*. London and New York: Routledge
5. Nick Prior (2002). *Museums and Modernity: Art Galleries and the Making of Modern Culture*. Berg.
6. Lord, Gail Dextor & Lord Bary. (2009). *Manual of Museum Management*. Altamira Press
7. Seth, M (2018). *Of Muses, Museums & Museology*. New Delhi: Shubhi Publications

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- www.icom.museum/
- www.nationalmuseumindia.gov.in/
- <https://www.indiaculture.nic.in/virtual-museums>
-

COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level
CO-1	To understand and remember the definition and objectives of Museology and various types of museums	K1
CO-2	To discuss the history of museums and the significance of museums in India	K2
CO-3	To illustrate the functions and techniques of museums and their chemical preservation methods	K3
CO-4	To analyse the contribution made by various national and international organizations	K4
CO-5	To develop the knowledge in collection, documentation and exhibition of objects in modern museum settings	K6

PO – CO MAPPING

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6
CO 1	H	H	H	M	M	M
CO 2	H	H	M	H	M	M
CO 3	H	H	H	H	M	M
CO 4	M	H	M	H	H	H
CO 5	M	M	H	H	H	H

PSO – CO MAPPING

CO/PSO	PSO1	PSO2	PSO3
CO 1	H	M	M
CO 2	H	M	M
CO 3	H	H	H
CO 4	M	H	H
CO 5	M	H	H

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

Course Title	MAJOR CORE:3- HISTORY OF INDIA FROM 712 TO 1526 CE
Code	U21HI3MCT03
Course type	Theory
Semester	II
Hours/Week	5
Credits	4
Marks	100

CONSPECTUS

The students will be able to acquire knowledge about the foundation of Turkish rule in India and explain the various dynasties and the impact of Muslim rule in India.

COURSE OBJECTIVES

1. To understand the Sources for the study of Medieval period with reference to Alberuni and Kalhana and foundation of Turkish rule by Muhamud of Ghazni and Muhamud of Ghor.
2. To analyse the rule of Qutub -ud-din Aibak, Iltutmish ,Raziya Begum, Balban and their reforms
3. and the Mongols.
4. To assess the rule of Jalal-ud-din Firoz Khilji, Ala-ud-din Khilji and Territorial Expansion of Malik Kafur's and his South Indian Expeditions.
5. To analyse the political, social condition during the rule of Mohammad-bin-Tughluq, Firuz Shah Tughluq, Sayyid dynasty, Lodi dynasty and Administration of the Sultanate, Art and Architecture under the Sultans.
6. To understand the impact of the rule by Bahmani Kingdom, the Vijayanagar Empire, Krishna deva Raya and impact of Society and Economic condition

UNIT-I: FOUNDATION OF TURKISH RULE IN INDIA

15 HRS

- 1.1 Sources - Records of Alberuni - Kalhana
- 1.2. Arab Conquest of Sind
- 1.3. Muhamud of Ghazni – Muhammad of Ghor
- 1.4 Comparative study on Mahamud of Ghazni and Muhammad of Ghor
- 1.5 Circumstances for the rise of Delhi Sultanate.

Extra Reading /Keywords: Kitab-ul-Yamini, Kitab-ur-Rahla

Map: Locate the important places of Multan, Sindh, Gujarat, Punjab and Tarain invaded by Muhammad of Ghor

UNIT-II: SLAVE DYNASTY

15 HRS

- 2.1, Beginning of the Delhi Sultanate- Qutub-ud-din Aibak –
- 2.2 Iltutmish and Chahalgani System.
- 2.3. Territorial Consolidation of the Delhi Sultanate - Sultana Razia – Ghiyazud din Balban- Balban's reforms

2.4. Theory of Kingship- Nobility- Iqta system.

2.5. The Mongols - Successors of Balban

Extra Reading /Keywords: Chauhan, Tomara, Ghurid

Map: The extent of empire of Balban and explain his conquests

UNIT-III: KHILJI DYNASTY

15HRS

3.1 Jalal-ud-din Firoz shah Khilji

3.2 Ala-ud-din Khilji - Territorial Expansion

3.3 Malik Kafur's South Indian Expeditions

3.4 Central Administration - Economic Policies -Market Regulations

3.5 Successors of Ala-ud-din Khilji.

Extra Reading /Keywords: Rana Rattan Singh, Mubarak Shah

Map: Empire of Ala-ud-din Khilji

UNIT-IV: TUGHLUQ, SAYYID AND LODI DYNASTIES

15HRS

4.1 Mohammad-bin-Tughluq - Firuz Shah Tughluq

4.2 Sayyid dynasty

4.3 Lodi dynasty

4.4 Administration of the Sultanate

4.5 Art and Architecture under the Sultans - Literary Development under Sultans.

Extra Reading /Keywords: Sharia, Halakhic Courts

Map: Empire of Muhammad-bin-Tughluq

UNIT-V: DECCAN POWERS AND IMPACT OF MUSLIM RULE IN INDIA

15 HRS

5.1 The Bahmani Kingdom

5.2 The Vijayanagar Empire - Krishna deva Raya – Impact of Society

5.3 Economic condition – Impact on cultural aspects

5.4 Art and literature development under Krishnadevaraya

5.5. Bakthi Movement and Sufism.

Extra Reading /Keywords: Domingo Paes, FernaoNunes, Nicolo De Conti

Map: Empire of Krishnadevaraya.

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1. J.L Mehta (2009) Advanced Study in the History of Medieval India , volume I (1000 to 1526 AD), sterling publishers private Ltd, New Delhi.

2 .Satish Chandra (2007). *Medieval India: From Sultanate to the Mughals (1206 to 1526 AD)* Part One, HarAnand publications, pvt Ltd. New Delhi

SUGGESTED READINGS

1. Lane pole, (1993) *Medieval India*, Haskell House Publication, USA.

2. Vincent A. Smith, (2002, Reprint) *The Oxford History of India*, OUP, New Delhi.

3. Bakshi, S. R., (2002) *Advanced History of Medieval India*, Anmol Publication, New Delhi.

4. Majumdar, R. C. (2002, Reprint) *An Advanced History of India*, Macmillan, New Delhi.

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6. Nanda, S.P., (2004) *Landmarks in Indian History* (part – II From the Advent of Islam to Indian Independence), Dominant Publishers and Distributors, New Delhi.
7. Satish Chandra. (2004). *Essays on Medieval Indian History*. Oxford Publishers. New Delhi
8. Satish Chandra. (2008). *Religion, State and Society in Medieval India*. Oxford Publisher, New Delhi.
9. Robert Sewell, (2012) *A Forgotten Empire (Vijayanagar)* A contribution to the history of India, Alpha publications, New Delhi.

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<https://cec.nic.in> (Arab, Ghaznavid and Ghorid invasions of India.
History of India AD 650 to 1550, Political development of early Medieval India)

COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level
CO-1	Describe the sources for the study of medieval India and explain the events leading to the establishment of Turkish rule in Medieval India	K1
CO2	Outline the consolidation of the rule by various Islamic dynasties such as Slave dynasty, Khilji dynasty, Tugluq dynasty, Sayyid and Lodi dynasty, in north India and the rule of Vijayanagara empire in south India	K2
CO-3	Illustrate the features of the society, culture and the economy of Medieval India under Delhi Sultanate	K3
CO-4	Analyse the administration and political reforms of the Delhi Sultans	K4
CO-5	Analyse the effect of Islamic rule in India in general and south India in particular.	K4

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

First Year - Semester – II

Course Title	MAJOR CORE 4: HISTORY OF TAMIL NADU UPTO 1279 CE
Code	U21HI2MCT04
Course Type	Theory
Semester	II
Hours/Week	5
Credits	4
Marks	100

CONSPECTUS

To enable the students, understand the history of Tamil country from Prehistoric period till the advent of the Europeans that contribute to the formation of the modern state of Tamil Nadu

COURSE OBJECTIVES

1. To study the region of ancient Tamilagam and the prehistoric past of Tamil region along with the geography of Tamil Nadu
2. To understand the Sangam age, various sources to study the Sangam Age and the political, social, economic and cultural conditions of the Sangam age
3. To study about rule of the Kalabhras and trace the history of the Pallavas and their contribution to art architecture of Tamil Nadu.
4. To analyse the contribution of the first Pandya rulers to the socio-cultural and political set up of Tamil country
5. To examine the rise of the Cholas and their legacy in political, social, economic and architectural spheres.

UNIT 1 THE REGION AND PREHISTORIC PAST

15 HRS

- 1.1. Geographical Features of Tamil country- Important landscape features- Rivers, Hills,
- 1.2. Sources- archaeological Sites, and material remains from excavations
- 1.3. Prehistoric period- Palaeolithic, Mesolithic cultures- Athirampakkam, Teri sites
- 1.4. Protohistoric Period- Neolithic, Iron Age- Megalithic cultures- Paiyyampalli, Adichanallur, Kodumanal, Porunthal

Map: Sites of Athirampakkam, Paiyampalli, Adichanallur, Kodumanal

Extra Reading /Key Words: Kaveri river, Gudiyam caves, Western and Eastern Ghats

UNIT 2 AGE OF THE SANGAM PERIOD

15HRS

- 2.1. Sources - Archaeological Sources – Epigraphy – Numismatics - Literature and Foreign Accounts.
- 2.2. Sangam Age – Political History- The three major kingdoms-Karikala Chola – Chera Chenkutuvan – Thalaiyalam Kanathu Seruvenra Pandya Neduncheliyan – Administration
- 2.3. Sangam Age –Social Conditions- education, marriage, family
- 2.4. Sangam Age- Economic Conditions-Occupation- Agriculture, animal domestication, internal and foreign Trade

Map: Uraiyur, Kaveripumpattinam, Korkai, Madurai, Karur

Extra Reading /Key Words: tinai concept, Akam and Puram

UNIT III POST SANGAM PERIOD AND THE PALLAVAS

15HRS

- 3.1. Sources- Literature, Inscriptions, Coins and Monuments
- 3.2. Kalabhra Interregnum- Rise of Buddhism- King Achchutha Vikranta- Dravida Sangha
- 3.3. Political History of the Pallavas- Simhavishnu, Mahendra Varma I, Narasimha Varma I, Narasimha Varma II, Nandivarma III- Political Administration- Water management
- 3.4. Socio-economic conditions in Pallava period- Brahmadeyas, taxation, Division of society
- 3.5. Cultural Contribution of the Pallavas- Architecture and Literature- Bakthi movement- Monuments at Mamallapuram and Kanchipuram, Devaram and Divya Prabhandam
Map: Kanchipuram, Mamallapuram, Tiruchirappalli

Extra Reading /Key Words: Dravidian style of architecture, Brahmadeyas, Account of Hieun Tsang

UNIT IV THE FIRST PANDYAN EMPIRE

15HRS

- 4.1. Sources- Literature, Inscriptions, Coins and Monuments
- 4.2. The First Pandyas- Political History -Kadungon- Maravarma Rajasimha- Nedunjadaiyan Parantaka- Srimara Srivallabha—Varaguna II- Rajasimha II
- 4.3. Pandya Administration- Political divisions, Tank irrigation
- 4.4. Socio-economic conditions under the Pandyas- Foreign trade, caste system
- 4.5. Cultural contributions of the Pandyas- Temples, Paintings and Sculptures
Map: Tiruparankundram, Sittanavasal

Extra Reading /Key Words: Vettuvan koil, Eri systems

UNIT V THE AGE OF THE IMPERIAL CHOLAS

15HRS

- 5.1. Sources- Literature, Inscriptions, Coins and Monuments
- 5.2. Imperial Cholas-Vijayalaya - Parantaka Chola - Sundara Chola - Raja Raja I – Rajendra I – Kulottunga I – Vikrama Chola- Kulottunga III
- 5.3. Chola Administration- political divisions- Local Self Government- Water management
- 5.4. Social – economic condition under the Cholas—Family, Occupation, status of women, Taxation, Trade network- Overseas trade
- 5.5 Literature, art, architecture- temples- Thanjavur, Gangai Konda Chola puram, Darasuram; Kalingathu barani, Periya Puranam
Map: Thanjavur, Gangaikonda Cholapuram, Darasuram

Extra Reading /Key Words: Decentralization, Kudavolai system, segmentary state, political iconography

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1. Kangasabhai, V. (1956 (reprint)). *Tamils Eighteen Hundred Years Ago*. The South Saiva Siddanta works publishing society, Madras
2. Nilakanta Sastri, K.A. (1959). *A History of South India: From the Earliest Times to Vijayanagar*, Oxford University Press, Madras.
3. Pillay, K. K. (1969). *A social history of the Tamils*. University of Madras.

4. Subramanian, N. (1999). *Social and Cultural History of Tamil Nadu*, Ennes Publications, Udumalpet.
5. Manoranjithamoni, C. (2015). *History of Tamil Nadu*. Dave-Beryl Publications, Tirunelveli

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1. Hall, Kenneth, R. And Spencer, G.W. (1980). 'The Economy of Kancipuram: A Sacred Centre in Early South India', *Journal of Urban History*, Vol.VI, No.2
2. Heitzman, James. (1987). 'Temple Urbanism in Medieval South India,' *The Journal of Asian Studies*, Vol. 46, No. 4.
3. Gurukkal, Rajan. (1989). 'Forms of Production and Forces of Change in Ancient Tamil society', *Studies in History*, No.5
4. Gopalan, R. (1928). *Pallavas of Kanchi*. university of Madras, Madras.
5. Nilakanta Sastri, K.A. (1935). *The Colas*. University of Madras, Madras
6. C. Minakshi (1938). Administration and social life under the Pallavas. University of Madras.
7. K. Rajayyan. (1958). *History of Tamil Nadu, I & II*, Ratna Publishers, Madurai.
8. Subbarayalu, Y. (1973). *Political Geography of the Chola Country*, State Department of Archaeology, Tamil Nadu, Madras.
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10. Stein, B (1980). *Peasant, State and Society in Medieval India*. New Delhi
11. Narayanan, M.G.S. (1982). *The Pandyan Kingdom*. University of Madras, Madras.
12. Karashima, Noboru. (1984). *South Indian History and Society: Studies from Inscriptions A.D. 850-1800*. Oxford University Press, Delhi
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15. Karashima, Noboru (2004). *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi
16. Cithra Madhavan, (2005). *History and culture of Tamil Nadu*, Vol.I, D.K. print world (P) Ltd., New Delhi
17. Rajayyan, K., (2005), *Real History of Tamil Nadu*, Ratna Publishers, Madurai.
18. Pillay, K. K (2008). *Historical Heritage of the Tamils*. MJP Publishers, Chennai
19. Champakalakshmi, R. (2011). *Religion, Tradition and Ideology: Pre-Colonial South India*. Oxford University Press
20. Subbarayalu, Y (2012). *South India Under the Chola*. Oxford University Press, Delhi
21. Manu V. Devadevan (2020). *The 'Early Medieval' Origins of India*. New Delhi: Cambridge University Press.

WEB RESOURCES

1. <https://ndl.iitkgp.ac.in>- National Digital Library of India
2. <https://www.tamildigitallibrary.in/>-Tamil Nadu Digital Library

Course Outcomes:

CO No.		K Level
CO-1	Identify the various sources for the study of the Tamil country from ancient period to 13 th century	K1
CO-2	Understand the prehistoric period and political rule of kings from various dynasties from Sangam age till 13 th century CE	K2
CO-3	Illustrate the contributions of the ancient and medieval Tamil kingdoms to language, literature and architecture that shape the present society	K3
CO-3	Construct the socio- economic and cultural contribution of the Tamil rulers and their significance in present period.	K3
CO-4	Analyse the formation of states, administrative structure and water management in ancient and medieval Tamilakam and its relevance in present world	K4

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

First Year - Semester – II

Course Title	MAJOR CORE-5 –HISTORICAL AND CULTURAL TOURISM IN INDIA
Code	U21HI2MCT05
Course type	Theory
Semester	II
Hours/Week	4
Credits	3
Marks	100

CONSPECTUS

The students will be able to acquire knowledge about the cultural heritage, traditions and to know the major cultural attractions of India from historical perspectives.

COURSE OBJECTIVES

1. To understand the concept, meaning and historical significance of tourism.
2. To remember the various historical monuments, museums and events in India
3. To analyze the development of tourism through the fairs and festivals of India.
4. To assess the various traditional handicrafts in India.
5. To study about the important historical and cultural sites in India.

Syllabus

UNIT-I: INTRODUCTION TO HISTORICAL AND CULTURAL TOURISM 12 HRS

- 1.1 Concept and Meaning
- 1.2 Nature and Scope
- 1.3. History of Tourism development in India
- 1.4 Historical impact on tourism

Extra Reading /Key words: Sustainable development and cultural tourism

UNIT-II: HISTORICAL TOURISM 12 HRS

- 2.1 Religious Monuments– Buddhist Stupa at Sanchi, Jain temple at Mount Abu, Hindu temple at Madurai, Islamic mosque at Delhi, Sikh Golden temple at Amritsar and Christian church at Velankanni
- 2.2 Secular Monuments- Palace (Mysore Palace, Thanjavur Palace) , Forts (Ginjee), Tank(Swastika tank at Tiruvellarai)
- 2.3 Historical Events- Jalianwala Bagh, Dandi March, Vedaranyam Salt March.
- 2.4 Historical Museums – Madurai Gandhi Museum, Tarangabadi Museum.

Extra Reading /Key words: Nalanda, Forts of Shivaji

UNIT-III: IMPORTANT HISTORICAL AND CULTURAL SITES IN INDIA 12 HRS

- 3.1 North India- Ladak, Delhi
- 3.2 South India – Hampi, Hyderabad
- 3.3 Tamil Nadu- Mamallapuram, Thanjavur
- 3.4 East India- Konark, Tawang monastery, (Arunachal Pradesh)
- 3.5 West India- Jaipur, Ajantha

Extra Reading /Keywords: Mysore palace and Elephanta Cave

UNIT-IV: COMPONENTS OF CULTURAL TOURISM IN INDIA 12 HRS

- 4.1 Fairs- Pushkar, Kumbhmela, Chithirai thiruvizha, Ambubachi fair,
- 4.2 Festivals- Diwali, Ramzan, Christmas, Guru Nanak Jayanthi, Onam, Holi, Ganesh Chaturti.
- 4.3 Music- Carnatic, Hindustani.
- 4.4 Classical and folk dances in India- Bharathanatyam, Mohiniattam, Kathakali, Odisi, Manipuri, Karagattam, Dandia, Bangra, Bihu.
- 4.5 Traditional cuisines in India- Kashmiri phirni, Kaju Katli, Rasagulla, Hyderabad briyani

Extra Reading /Key words: Gangasakar fair and Chandrabahava fair

UNIT-V: TRADITIONAL HANDICRAFTS IN INDIA 12 HRS

- 5.1 Tamil Nadu- Thanjavur doll and Art plate, Kanchipuram silk .
- 5.2 South India- Kalam kari , Aranmula mirror work, Channapatna toys.
- 5.3 North India - Khurja pottery from UP, Saharanpur wood works, Pashmina Shawls
- 5.4 East India - Bamboo crafts from West Bengal , Assam Terracotta work, Konark stone carving.
- 5.5 West India - Sea shell crafts, Coconut shell crafts.

Extra Reading /Key words: Karimnagar silver filigree and Sankheda furniture.

TEXT BOOKS

1. Kamala Devi, C., (1995), *Handicrafts of India*, ICCR, New Delhi
2. Basham A.L.,(1999) (ed.), *A Cultural of History of India*, Oxford University Press, New Delhi.
3. Basham A.L.(2001) 3rd edition, *The Wonder That was India* 3rd edition. London
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2. Deva.B.C ., (1977), *Musical Instruments.*, National Book Trust.
3. Bhardwaj, S.M., (1983), *Hindu Places of Pilgrimage in India: A Study in Cultural Geography*, Thomson Press, Faridabad.
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5. Gupta, S. P., Krishna, (2002) *Cultural Tourism in India: Museums, Monuments & Art: Theory and Practice*, D. K. Print World, New Delhi.
6. Archaeological Remains,(2006), *Monuments and Museums*, ASI, New Delhi.
7. Acharya, Ram,(2007), *Tourism & Cultural Heritage of India*, RGSA Publishers, Delhi.

8. Gokulsing, K.M., Wimal Dissanayake,(2008), *Popular Culture in Globalised India*, Taylor &Prancis,London.
9. Ghosh Shopna,(2009), *Introducing Geography-2*, Dorling Kindersley Pvt. Ltd, New Delhi.
10. Chakrabarthy, D.K., (2009), *India: An Archaeological History: Beginning to Early Foundation*, Oxford University Press, London.
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COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level
CO-1	Understand the concept and meaning of Historical and Cultural tourism.	K1
CO-2	Summarize the various art forms, fairs and festivals and Historical monuments, museums and events which contribute to the promotion of Indian culture.	K2
CO-3	Interpret the scopes and significance of Historical and Cultural tourist sites in modern India.	K3
CO-3	Explore the historical impact of tourism and its future trends	K3
CO-4	Analyze the contribution of folklores and traditional handicrafts that helps to develop the cultural tourism.	K4

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

First Year- Semester- II

Course Title	ALLIED COMPULSORY:3- TRAVEL AGENCY AND TOUR OPERATORS' BUSINESS
Code	U21HI2ALT03
Course Type	Theory
Semester	II
Hours/Week	4
Credits	2
Marks	100

CONSPECTUS

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

COURSE OBJECTIVES:

1. To understand the meaning and the functions of organizational Structure, Travel Agencies responsibilities, Transports, Tour Operators and Commission.
2. To remember the role of tourist offices in India for development of international tourism and the procedure to establish Tourist offices in India and oversea.
3. To analyze the role of various modes of transport, travel Concession and Travel Agencies for the Development of tourism.
4. To analyze the growth of facilities in Air Transports, its Authorities and Computerized Reservation System and the functions of various Indian and international Aviation organizations.
5. To evaluate the Star categorization of Hotels, Chains of Hotel in India and the importance of FHRAI

UNIT 1: MEANING AND DEFINITION OF TRAVEL AGENCY AND TOUR OPERATOR 12 HRS

- 1.1 Meaning, definition and functions of travel agency and tour operator.
- 1.2 Organizational structure of Travel agencies and tour operators.
- 1.3 Types of travel agencies and their responsibilities.
- 1.4 Tour operators in India, procedures, commission, link with tourist and transport.

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

UNIT 2: TOURIST OFFICES IN INDIA

12 HRS

- 2.1 Tourist offices in India and their functions.
- 2.2 Tourist Overseas offices and their functions.
- 2.3 Criteria for opening oversea offices.
- 2.4 Tourism developing organizations in India- Ministry of tourism, ITDC, TTDC and their functions.

Extra-Reading / Key words: Regional offices, Department of Tourism, facilities for international tourists

UNIT 3: TOURIST TRANSPORT IN INDIA

12 HRS

- 3.1 Tourist transport and role of travel agents and their business in tourist transport
- 3.2 Sea transport and road transport in India.
- 3.3 Indian railways, its organization, booking and concession.
- 3.4 Special trains in India- Palace on wheel, Indrail pass.

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

UNIT 4: AIR TRAVEL AND TOURISM

12 HRS

- 4.1. Evolution of air travel in India and Origin, functions and role of international aviation organizations- IATA, ICAO.
- 4.2. Types of airlines and air fares- Scheduled airlines and charter airlines.
- 4.3. Functions and role of airways authority of India- Airport Authority of India(AAA)
- 4.4 Types of ticketing, their advantages and disadvantages in Air travel- Computerized Reservation System (CRS).

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

UNIT 5: ACCOMMODATION

12 HRS

- 5.1 Meaning, role and types of Accommodation.
- 5.2 Emerging new concepts of Accommodation- Condominium Hotels, Time shares.
- 5.3 Meaning, Significance, Features and elements of hotel management.
- 5.4 Origin, functions and role of Federation of Hotels and Restaurants of India (FHRAI)

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

PRESCRIBED TEXT BOOKS

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

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2. Basham A.L.,(1999) (ed.), *A Cultural of History of India*, Oxford University Press, New Delhi.
3. Seth, P. (2000) *India, Traveller's Companion*, Sterling Publishers Pvt. Ltd., New Delhi
4. Khan, A. Nafees (2001), *Development of Tourism in India*, ,Anmol Publication, Pvt.Ltd., New Delhi.

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https://www.tutorialspoint.com/tourism_management/tourism_management_tutorial.pdf

<https://itdc.co.in/hi/>

<https://www.ttdconline.com/>

<https://www.aai.aero/>

<https://www.iata.org/>

<https://icao.int/>

COURSE OUTCOMES

CO NO.	Course Objectives	Cognitive level
CO1	Remember the concepts of tour operator and travel agency and their functions, role in tourism.	K1
CO2	Understand the different types of accommodation and transport such as road, rail, air and their role in tourism.	K2
CO3	Apply the procedures for becoming a tour operator and travel agent to become a successful entrepreneur in tourism.	K3
CO4	Analyze the role of organizations such as IAAI, NAAI, TTDC and IATA in the development of tourism.	K4
CO4	Analyze the success of government authority such as ministry of tourism and various overseas offices in promoting Indian tourism.	K4

(K1=Remember, K2=Understand, K3=Apply, K4=Analyze, K5=Evaluate, K6=Create)

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	U20TL3TAM03/ U20HN3HIN03/ U20FR3FRE03	3	3	100
	II	English	General English – III	U20EL3GEN03	3	3	100
	III	Major Core – 6	History of India from 1526 to 1707 C.E	U20HI3MCT06	5	4	100
		Major Elective -1	Principles and Methods of Archaeology	U20HI3MET01	4	3	100
		Allied – 4	History of Subaltern People (For II B.A. English) / An Overview on History of India from Pre-History to 1707 C.E (For II B.Sc. Rehabilitation Science)	U20HI3ALT04/ U20HI3ALT07	4	2	100
		Allied -5	Women and Law (For II B.A. English)	U20HI3ALT05	4	2	100
		MSBE -2	Introduction to Epigraphy in Tamil Nadu	U20HI3SBT02	2	1	100
		NME- 1	Places of Tourist Interests in India	U20HI3NMT01	3	3	100
		Gender Studies			1	1	100
		Value Education	Ethics-II/ Catechism-II/ Bible Studies-II	U20VE2LVE02/ U20VE2LVC02/ U20VE2LVB02	1		
			Service Oriented Course	-	-	-	
	IV	Internship	Internship / Field Work / Field Project 30 Hours - Extra Credit	U20SP3ECC01		2	100
		Total			30	24	1000

SEMESTER IV

Semester	Part	Course	Title of the Paper	Code	Hours	Credits	Marks
IV	I	Tamil (Lang)	Tamil Paper IV/ Hindi Paper -IV/ French Paper-IV	U20TL4TAM04/ U20HN4HIN04/ U20FR4FRE04	3	3	100
	II	English	General English- IV	U20EL4GEN04	3	3	100
	III	Major Core- 7	History of India from 1707 to 1857 CE	U20HI4MCT07	6	5	100
		Major Core- 8	History of Tamil Nadu from 1801 to 1967 C.E	U20HI4MCT08	6	4	100
		Major Elective-2	Principles of Government	U20HI4MET02	4	3	100
		Allied-6	Indian Indigenous Culture (For II B.A. English) An Overview on History of India from 1707 to 1947 C.E (For Rehab dept) Indian Constitution (For II B.A. Tamil)	U20HI4ALT06 U20HI4ALT08 U20HI4ALT09	4	2	100
		NME-2	Tourism products of India	U20HI4NMT02	3	3	100
		Value Education	Ethics/ Catechism/ Bible Studies	U20VE2LVE02/ U20VE2LVB02/ U20VE2LVC02	1	1	
			Service Oriented Course	-	-	-	
	IV	Internship	Internship / Field Work / Field Project 30 Hours – Extra Credit	U20SP4ECC01	-	2	100
			TOTAL		30	26	800

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CHOICE BASED CREDIT SYSTEM
Second Year - Semester – III

Course Title	MAJOR CORE: I HISTORY OF INDIA FROM 1526 TO 1707 CE
Total Hours	80
Hours/Week	5
Code	U20HI3MCT06
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVE

To enable the learners understand the sources for the study of the Mughals and study the Socio Economic and Political history of the Mughals.

COURSE OBJECTIVES

To enable the learners:

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 Talaikotta 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 – Course Objective

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 and reforms

Map: Mughal Empire under Babur

Extra Reading /Keywords: *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 /Keywords: *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 /Keywords: *Pietra Dura, Suba, Parganas, 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 /Keywords: *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, Rajaram Tharabai and Sagu-its expansion under the peshwas- the decline.

Extra Reading /Keywords: *Rajputs, Hinduism*

Map: Maratha Empire under Shivaji.

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

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	Evaluate 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 the 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	Face the competitive examinations.	PSO-5	E

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

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

PRESCRIBED TEXT BOOKS

1. Sathish Chandra, Medieval India, (2000). Har Anand Publications Pvt Ltd, New Delhi,
2. Bakshi, S. R. (2002). Advanced History of Medieval India. Anmol Publication:
New Delhi

SUGGESTED REFERENCES

1. Eswari Prasad, (2018). Medieval India. Surjit Publications, New Delhi
2. John F. Richard, (1993).The New Cambridge History of India. CUP.
3. Lanepool (1903). Medieval India. Bhabani Books
4. Edward and Garrett (1995). Mughal Rule in India. Atlantic Publication.
5. Mehta, J. L., (2000).An Advanced Study in the History of Medieval India, Sterling,
New Delhi,
6. Burton Stein (2002). History of India, OUP
7. Majumdar, R. C. et al. (2002). An Advanced History of India, Macmillan, New Delhi.
8. Sathish Chandra (2000). Medieval India, Har Anand Publications Pvt Ltd, New Delhi.

Note: Learners are advised to use latest edition of books.

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SCHOOL OF HUMANITIES
PG AND RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
Second Year - Semester – III

- Course Title	MAJOR ELECTIVE 1: PRINCIPLES AND METHODS OF ARCHAEOLOGY
Total Hours	60
Hours/Week	4
Code	U20HI3MET01
Course Type	Theory
Credits	3
Marks	100

GENERAL OBJECTIVE

To make the learners understand the meaning, scope and nature of Archaeology, types and excavation methods of archaeology.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Understand the meaning, scope and types of Archaeology;
CO-2	Analyse the theoretical approaches to archaeology along with the history of archaeology;
CO-3	Analyse the various methods and techniques that are used in Site Survey and excavation;
CO-4	Evaluate the various dating methods in archaeology;
CO-5	Analyse the important features of excavated sites of prehistoric, protohistoric and historic periods in India.

CO – Course Objective

UNIT I: INTRODUCTION TO ARCHAEOLOGY

15 HRS

Definition – Scope of Archaeology - Types of Archaeology – Prehistoric Archaeology- Proto & Historical Archaeology – Archaeology and other disciplines- History and Science

Extra Reading /Keywords: *Artefacts, Excavation, Ethno Archaeology*

UNIT II: APPROACHES TO ARCHAEOLOGY AND HISTORY OF ARCHAEOLOGY

15 HRS

Antiquarianism- Archaeological Survey of India-Institutions-functional aspects, Processual and post Processual approaches

Extra Reading/Key Words: *Alexander Cunningham, Mortimer Wheeler, L. Binford, Ian Hodder*

UNIT III: EXPLORATION AND EXCAVATION METHODS

15 HRS

Methods of Site Survey – Survey Equipment – Types of Excavation : Horizontal Excavation – Vertical Excavation – Quadrant Method – Stratigraphy

Extra Reading /Keywords: *Harris Matrix, GIS*

UNIT IV: DATING METHODS IN ARCHAEOLOGY

15 HRS

Relative Dating- stratigraphy and seriation, Absolute dating- Radio Carbon, Tree ring method, calibration method

Extra Reading /Keywords: *Dendrochronology, Thermoluminescence, AMS*

UNIT V: STUDY OF SELECT EXCAVATED SITES IN INDIA

15 HRS

Prehistoric and Proto historic Sites- Attirampakkam, Burzahom, Langhnaj, Dholavira, Inamgaon Historical Sites- Ahichchhatra, Arikamedu, Pattanam, Adichanallur, Kodumanal, Porunthal, Keeladi Marine Archaeological Sites- Dwaraka, Poompuhar, Mamallapuram

Extra Reading /Keywords: *External trade, Rock art, Underwater archaeology*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand the meaning, scope and types of Archaeology;	PSO 5	U
CO-2	Analyse the theoretical approaches to archaeology;	PSO 5	An
CO-3	Examine the various methods and techniques that are used in Site Survey and Excavation;	PSO 5	E
CO-4	Evaluate the various dating methods in archaeology;	PSO 5	E
CO-5	Analyse the important features of excavated sites of prehistoric, protohistoric and historic periods in India.	PSO 5	An

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

PRESCRIBED TEXT BOOKS

1. Childe, V.Gordon, (1960), *A Short Introduction to Archaeology*, Collier, New York.
2. Raman, K.V. (1986). *Principles and Methods of Archaeology*. Parthajan Publications, Madras
3. Rajan, K., (2002) *Archaeology: Principles and Methods*, Manoo Pathippakam, Thanjavur.
4. Rajan. K., (2016),*Understanding Archaeology*, Manoo Pathippakam, Thanjavur.

SUGGESTED REFERENCES

1. Kenyon, K.M., (1961), *Beginning in Archaeology*, Revised edition, Phoenix House, London.
2. Piggot, S., (1965), *Approach to Archaeology*, Harvard University Press, Cambridge.
3. Daniel, Glyn E., (1967), *The Origins and Growth of Archaeology*, Pelican Books, London.
4. Binford, L.R., (1968), *New Perspectives in Archaeology*, Aldine, Chicago
5. Barker, Philip, (1977), *Techniques of Archaeological Excavation*, B.T.Batsford Ltd., London.
6. Sharer, Robert J., and Wendy Ashmore,(1979), *Fundamentals of Archaeology*, The Benjamin/Cummings Publishing Company, Inc., California.
7. Chakrabarti, Dilip. K., (1988) *A History of Indian Archaeology : From the Beginning to 1947*, Munishiram Manoharlal, New Delhi.
8. Trigger, G. Bruce, (1989), *A History of Archaeological Thought*, Cambridge University Press, Cambridge.
9. Hodder, I., (1991), *Archaeological Theory in Europe: The Last Thirty years*, Blackwell Publishers, Oxford.
10. Rajan, K., (1994) *Archaeology of Tamil Nadu (Kongu Country)*, Book India Publishing Company, Delhi.
11. Rajan, K., (1997) *Archaeological Gazetteer of Tamil Nadu*, Manoo Pathippakam, Thanjavur.
12. K. Paddayya (Editor) 2004). *Recent Studies in Indian Archaeology* (Indian Council of Historical Research Monograph, 6). Munshiram Manoharlal Publishers.
13. K. Paddayya (2004). *Multiple Approaches to the Study of India's Early Past: Essays in Theoretical Archaeology*. Aryan Books International.
14. Renfrew, C and Bahn, P.(2016) *Archaeology- Theories, Methods and practice*. Thames and Hudson, New York.

Note: Learners are advised to use latest edition of books.

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
Second Year - Semester – III

Course Title	ALLIED 4: HISTORY OF THE SUBALTERN PEOPLE
Total Hours	60
Hours/Week	4
Code	U20HI3ALT04
Course Type	Theory
Credits	2
Marks	100

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Understand the need to study Subaltern People
CO-2	Analyse the Indian Women through the ages
CO-3	Understand the peasant movements in pre- and post- independence periods
CO-4	Analyse the importance of Dalit movement and the role played by important Dalit leaders
CO-5	Understand the significance of labour movement along with the role of the tribals.

CO – Course Objective

UNIT-I: NEED FOR STUDYING ‘SUBALTERN PEOPLE’ 15 HRS

Conceptual clarification on 'Subaltern Studies'- identifying the 'subaltern' groups in History - the need for studying 'subaltern' People.

Extra Reading /Keywords: *People, Studies, Concept, Alexander Gramsci*

UNIT II : WOMEN THROUGH THE AGES 15HRS

Indian Women through the Ages – Ancient, Medieval and Modern India- Socio-economic. Political and educational status of women- Feminist theories -Liberal Feminism- Marxist Feminism-

Extra Reading /Keywords: *, Theory, Feminism, post modernism*

UNIT III: PEASANTS AND THEIR MOVEMENTS**15 HRS**

Peasants: Peasant movements during the British period- Indigo Revolution- Bardoli Satyagraha- Kisansabha Movement-Peasants in contemporary India- Problems and Issues- Legal Protection- Protection of Plant Variety and Farmers Right Act, 2001

Extra Reading /Keywords: *Karl Polanyi, Double movement, Beej Bachao Andolan, TOFarM*

UNIT IV: DALIT LEADERS AND THEIR CONTRIBUTIONS**15HRS**

Dalit: History - Discrimination - Role played by Ambedkar and Mahatma Phule-Legal protection - Caste Clashes at Kilvenmani and Kodyangulam- Dalit Movements- Buddhist Dalit movement- Dalit Panthers- Temple entry movement by Periyar

Extra Reading /Keywords: *Discrimination, Act, Education, Mechanism*

UNIT V : LABOURERS AND LABOUR MOVEMENTS**15HRS**

Labourers: Rural and Urban workforce, Labor movements in British India- Workers movement and Trade unions-Labour movements in modern India- labour laws- Tribals as labourers

Extra Reading /Keywords: *Bahujan Samaj Party, Khansi Ram,*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Describe the conceptual clarification on 'Subaltern Studies and the identification of the subaltern groups in history;	PSO 2	U
CO-2	Explain the Indian Women through the Ages along with feminist theories;	PSO 1	U
CO-3	Critically discuss the peasants as a subaltern group;	PSO 1	U
CO-4	Evaluate the Dalit movement and the role played by Ambedkar and Mahatma Phule;	PSO 5	U
CO-5	Analyse the labour movement in British India and independent India and the role of tribals.	PSO 5	An

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

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

PRESCRIBED TEXT BOOK

Guha Ranjit (1994). Subaltern Studies (Six Volumes), OUP, New Delhi

SUGGESTED REFERENCES :

1. James Massey (1989). A concise History of Dalits, Bangalore.
2. Kamble, J.R. (1979). Rights and Awakening of Depressed Class in India, National Publication, New Delhi.
3. Rastogi P.N (1975). The Nature and dynamics of factional conflict, Macmillan, Delhi.
4. Davala S (1995). Unprotected Labour in India. Delhi: Friedrich Ebert Stiftung
5. Dharam Vir, Kamaleshi Mahajan, (1996). Contemporary Indian Women Collected Works, New Academic Publishers, New Delhi
6. Agarwal.C.W (2000). Facts of Indian Women hood, Indian Publishers, New Delhi.
7. Harriss-White, Barbara.(2003).India Working: Essays on Society and Economy. Cambridge: Cambridge University Press.
8. Bernstein, Henry.(2010).Class Dynamics of Agrarian Change. Sterling, VA: Fernwood Publishing and Kumarian Press.
9. Pattenden, Jonathan.(2016).Labour, State and Society in Rural South India: A Class-Relational Approach. Manchester: Manchester University Press

Note: Learners are advised to use latest edition of books.

(For Candidates admitted from the academic year 2020-21 onwards)
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SCHOOL OF HUMANITIES
PG AND RESEARCH DEPARTMENT OF HISTORY
CHOICE BASED CREDIT SYSTEM
Second Year - Semester – III

Course Title	ALLIED – 4 -AN OVERVIEW ON HISTORY OF INDIA FROM PRE HISTORY TO 1707 C.E.
Total Hours	60
Hours/Week	4
Code	U20HI3ALT07
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVE

To enable the learners understand the various Culture, Civilizations, Religion, Art and Architecture of India.

COURSE OBJECTIVES

To enable the learners:

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	Analyse 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	Analyse the Gupta period and their Art, Architecture.
CO- 5	Understand the age of Harsha, Chalukyan art, Delhi Sultanate, Slave Dynasty
CO -6	Understand 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

CO – Course Objective

UNIT I : SOURCES

12 HRS

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

Extra Reading /Keywords: *Indus Structure, Religion*

UNIT II : VEDIC AGE

12 HRS

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 /Keywords: *Vedic Society, Religions of the World*

UNIT III : MAURYANS AND OTHERS

12 HRS

Society and Economic conditions – Mauryan Administration – Asoka's Contribution towards Dhamma – Mauryan Art and Architecture – Culture – Gandhara School of Art - Age of the Guptas - Growth of Literature and Art.

Extra Reading /Keywords: *Structure, Stupas*

UNIT IV : HARSHA TO SLAVE DYNASTY

12 HRS

Harsha Vardhana - 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 /Keywords: *Foreign Invasions, Somnath*

UNIT V : ESTABLISHMENT OF MUGHAL EMPIRE IN INDIA

12 HRS

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

Extra Reading / Keywords: *Biram Khan, Lodi Dynasty*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar

COURSE OUTCOMES

The learners will be able to:

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 Buddhism and Jainism;	PSO 3	R
CO-3	Analyse the administration and socio Andeconomic condition of the Mauryan Empire;	PSO 1,2	E
CO-4	Evaluate the rule of Harsh and Sultanate Administration	PSO 2	An
CO-5	Compare the Chalukyan art, Delhi Sultanate and 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 why Gupta period is called as Golden Age:	PSO 3	E
CO-9	Prepare for competitive examinations.	PSO-5	An

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

PRESCRIBED TEXT BOOKS

1. Nilakanta Sastri, K.A (1950), 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.

SUGGESTED REFERENCES

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

Note: Learners are advised to use latest edition of books.

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CHOICE BASED CREDIT SYSTEM
Second Year - Semester – III

Course Title	ALLIED -5 WOMEN &LAW
Total Hours	60
Hours/Week	4
Code	U20HI3ALT05
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVES

To enable the learners understand the rights of women and equipped in the specific legal rights, obligations and the role of law for social transformation, legal empowerment, redressal mechanisms and the protection of women under law.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Understand the background of laws pertaining to women during the Colonial Legal System
CO-2	Analyse the provisions of the Constitution of India, important personal and criminal laws, human rights laws and discourse in the social context
CO-3	Understand the role of law and protection mechanism for the marital rights of women.
CO-4	Understand the legal provisions related to women with reference to Criminal laws.
CO-5	Analyse the various women related labour laws and specified protective measures.

CO – Course Objective

UNIT I: WOMEN AND LAW IN COLONIAL INDIA: PREVAILING LEGACIES OF COLONIAL LEGAL SYSTEM

(15 HRS)

Codification of Law under the Colonial Rule-Legislative Interventions relating to Issues such as Sati, Widow Remarriage, Female Infanticide, Age of Consent and Child Marriage-Judicial Pronouncements relating to *Sridham* in Colonial India

Extra Reading /Keywords: *Judicial jurisprudence, legal theory, feminist thought*

UNIT II: LAWS& LEGAL SYSTEMS ON WOMEN’S RIGHTS (15 HRS)

Constitutional Law and Legal Framework- Fundamental Rights- Duties and Directive Principles of State Policy-Women's Rights and Role of Judiciary-CEDAW and International Human Rights

– Laws and Norms – Laws and Social Context

Extra Reading /Keywords: *Legal interventions, Enhancement of Fundamental rights (Art32, 226)*

UNIT III: WOMEN AND MARITAL RIGHTS & ACTS TO PROTECT WOMEN(15 HRS)

Women’s Status and rights within Marriage and divorce under Different Personal Law -Hindus, Muslims and Christians- contemporary-Family Courts Act 1984-National Commission of Women Act 1990-Protection of Women from Domestic Violence (Prohibition) Act 2005

Extra Reading /Keywords: *Uniform Civil Code, Mahila Courts, Legal Services Authority Sec 125CrPC*

UNIT IV: PROVISIONS RELATED TO WOMEN IN CRIMINAL LAWS (15 HRS)

Indian penal code -1860, Criminal Law code, Amendment Act - Dowry Prohibition Act 1961- Immoral Traffic Prevention (Amendment) Act 1986- -Pre-natal Diagnostic Techniques (Prevention and Misuse) Act 1994-Nirbhaya Act 2013.

Extra Reading /Keywords: *Justice Verma Guidelines, Cognizable and non -cognizable offences, Section 498-A*

UNIT V: WOMEN AND LABOUR LAWS (15 HRS)

Minimum wages Act, 1948-Equal Remuneration Act, 1976-Maternity Benefit Act 1961- Factories Act 1948-Prevention, Prohibition and Redressal of Sexual Harassment of Women at Work Place Act 2013 -Protection of children from sexual offences Act 2013.

Extra Reading /Keywords: *VISAKA guidelines, Vienna Declaration, Beijing platform, ILO guidelines on rights of workers*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the need for Codification of Law under the Colonial Rule and impact of Legislative interventions relating to social Issues like dowry, sati and female infanticide;	PSO 1	U
CO-2	Recall the constitutional provisions relating to women's rights, international human rights mechanisms and the role of judiciary in women's rights;	PSO 2	A
CO-3	Identify the need for criminal laws, code of laws (CPC, CrCPc) laws relating to arrest and detention;	PSO 5	U
CO-4	Discuss the legal rights involved in the prevention and implementation of women's rights;	PSO 2	U
CO-5	Explain the women specific labour laws with its provisions;	PSO 1	U
CO-6	Examine the protection and redressal mechanisms available for offences committed against women and children.	PSO 5	U

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

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

PRESCRIBED TEXT BOOKS

1. Aruna Goal (2004) *Violence Protective Measures for Women Development and Empowerment*, Deep and Deep Publications Pvt Ltd.
2. Monica Chawla (2006) *Gender Justice*, Deep and Deep Publications Pvt Ltd.
3. Kaushik P.D. (2007) *Women Rights*, Book well Publication

SUGGESTED REFERENCES

1. Vasudha Dhagamwar (1992) *Law, Power and Justice: The Protection of Personal Rights in the Indian Penal Code*, New Delhi: Sage Publications.
2. Archana Parashar (1992), *Women and Family Law Reform in India: Uniform Civil Code And Gender Equality*, New Delhi: Sage Publications.

3. Ratna Kapur (ed.) (1996), *Feminist Terrains in Legal Domains*, New Delhi: Kali for Women.
4. Janaki Nair (1996), *Women in Colonial Law: A Social History*, New Delhi: Kali for Women in collaboration with National Law School of India.
5. Flavia Agnes (2001), *Law and Gender Inequality: Politics of Women's Rights in India*, New Delhi: Oxford University Press.
6. Rajeshwari Sunder Rajan (2004), *The Scandal of the State: Women, Law and Citizenship In postcolonial India*, New Delhi: Permanent Black.
7. Bharati Roy (ed.) (2005), *Women of India: Colonial and Post-Colonial Periods* (Vol. IX, Part 3), New Delhi: Centre for Studies in Civilization
8. Indira Jaising and Monica Sakhrani (eds.) (2007), *Law of Domestic Violence: A User's Manual for Women*, Universal Law Pub. Co.
9. Archana Parashar and Amita Dhanda(ed.) (2007), *Feminist Terrains in Legal Domains*, New Delhi: Kali for Women.
10. Cecile Fabre (2007), *Justice in a Changing World*, UK: Polity Press.
11. R. V. Kelkar (2007), *Criminal Procedure* (Revised by K.N. Chandrashekhara Pillai), Eastern Book Company.
12. Geetanjali Gangoli (2007), *Indian Feminisms: Law, Patriarchies and Violence in India*, Routledge.
13. Flavia Agnes (2011), *Family Law: Marriage, Divorce and Matrimonial Litigation* (Vol. II), New Delhi: Oxford University Press.

Note: Learners are advised to use latest edition of books.

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI
SCHOOL OF HUMANITIES
PG AND RESEARCH DEPARTMENT OF HISTORY
B.A. History - Semester – III - Second Year

Course Title	MSBE2: INTRODUCTION TO EPIGRAPHY IN TAMIL REGION
Total Hours	30
Hours/Week	2
Code	U20HI3SBT02
Course Type	Theory
Credits	1
Marks	100

GENERAL OBJECTIVE

To make the learners understand the meaning and scope of epigraphy with special reference to Tamil Brahmi inscriptions.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Understand the origin and development of scripts and the importance of epigraphy;
CO-2	Analyse the origin and important find places of the Brahmi inscriptions and significance of Tamil Brahmi script;
CO-3	Analyse the features of the earlier inscriptions of Tamil country in historical periods;
CO-4	Analyse the significance of copper plate inscriptions;
CO-5	Apply the knowledge of scripts practically in the study of inscriptions in Tamil Nadu.

CO – Course Objective

UNIT I: INTRODUCTION TO EPIGRAPHY AND PALAEOGRAPHY 6HRS

Origin and Development of Scripts – Study of scripts- Palaeography- Graffiti – Tamil Brahmi (Tamil) – Vatteluthu – Decipherment- epigraphic evidence in historical reconstruction

Extra Reading / Keywords: *James Princep, Iravatham Mahadevan*

UNIT II: TAMIL BRAHMI INSCRIPTIONS 6 HRS

Origin and development of Tamil Brahmi script- Find places- Significance-Important Inscriptions in Tamil Brahmi – Pulimankombai- Thathapatti – Mangulum- - Pugalur – Jambai **Extra Reading /**

Keywords: *Cattle lifting, Hero stones*

UNIT III: EARLY INSCRIPTIONS**6 HRS**

The Vatelluthu Inscriptions – Pallava inscriptions Chola Inscriptions- Rajarajeswara temple inscription-the Pandya inscriptions- Hero stones- Pulankurichi Inscription

Extra Reading / Keywords: *Devadana, Brahmadeya, Thiurnamathu kaani*

UNIT IV: COPPER PLATES**6 HRS**

Copper plate inscriptions- cheppedu- Tamrapatra-Pallava–Kasakudi plates, Pandyas- Velvikudi, Cholas- Leiden plates, Tiruvalangadu plates and Tiruvindalur copper plates- Cheras- Tarisappalli plates

Extra Reading / Keywords: *Land grants, Dates in the inscriptions*

UNIT V: PRACTICAL TRAINING**6 HRS**

Practical training on Brahmi script and Estampage of inscriptions- Reading of Tamil inscriptions-

Extra Reading / Keywords: *Text Analysis, Transliteration*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recall the origin and development of scripts and the importance of epigraphy;	PSO 5	U
CO-2	Become aware of the origin, important find places and significance of Tamil Brahmi script;	PSO 5	E
CO-3	Display the knowledge about the earlier inscriptions of Tamil country in historical periods;	PSO 5	An
CO-4	Analyse the significance of copper plate inscriptions;	PSO 5	An
CO-5	Apply the knowledge of scripts practically in the study of inscriptions in Tamil Nadu.	PSO 5	Ap

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

PRESCRIBED TEXT BOOKS

1. Sircar D.C., (1996). Indian Epigraphy. Motilal Banarasi Das.
2. Rajan K., (2006). Kalvetiyal, Mano Pathippagam Thanjavur.

SUGGESTED REFERENCES

1. Subrahmanian, N. and Venkataraman, R. (1980). Tamil Epigraphy. Madurai: Ennes Publications.
2. Ramesh, K. V. (1984). Indian Epigraphy, vol. 1. Delhi: Sundeep Prakashan.
3. Dani, A. H. (1986) . Indian Epigraphy. New Delhi: Munshiram Manoharlal.
4. Mahalingam T.V. (1988). Inscriptions of the Pallavas. Delhi: Agam Prakashan.
5. Subbarayalu, Y.S and Raju. S. (2001). Tamil Kalvettiyalum varalarum. Thanjavur: Tamil University.
6. Mahadevan, Irvatham. (2003). Early Tamil Epigraphy: From the Earliest Times to the Sixth Century AD. Chennai: Cre-A and the Department of Sanskrit and Indian Studies, Harvard University.
7. Rajan, K. (2006). Puliman kombai sanga kala nadukarkal. *Aavanam* 17.
8. Sridhar T.S (2006). Tamil Brahmi Kalvettugal. Chennai: Tamil Nadu State Department of Archaeology.
9. Bhavani M. (2017). Tamila.ga Varalaarru aavanangal (Kalvettukalum cheppudukalum). Chennai: Alamu Printers.

Note: Learners are advised to use latest edition of books.

For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI
SCHOOL OF HUMANITIES
PG AND RESEARCH DEPARTMENT OF HISTORY
B.A. History - Semester – III - Second Year

Course Title	NME -1: PLACES OF TOURIST INTEREST IN INDIA
Total Hours	30
Hours/Week	2
Code	U20HI3NMT01
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

To enable the learners 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 centers in North India & South India
CO-5	Understand the Itinerary in Delhi

CO – Course Objective

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 – Kanniyakumari – 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 will be able to**

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

An – Analyse; E- Evaluate; C – Create

PRESCIBED TEXT BOOK

PrannathSeth (2000) India, Traveller’s Companion, published by sterling Publishers
Pvt.td, New Delhi

SUGGESTED REFERENCES:

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

Note: Learners are advised to use latest edition of book

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI
SCHOOL OF HUMANITIES
PG AND RESEARCH DEPARTMENT OF HISTORY
Second Year - Semester – IV

Course Title	MAJOR CORE: 7- HISTORY OF INDIA 1707 TO 1857 CE.
Total Hours	75
Hours/Week	6
Code	U20HI4MCT07
Course Type	Theory
Credits	5
Marks	100

GENERAL OBJECTIVES

To enable the learners understand the foreign policy and administration of British Viceroy and to appreciate freedom fighter's role in freedom struggle in India.

COURSE OBJECTIVES:

To enable the learners:

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 Brahmo Samaj, Arya Samaj, 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 and the Revolt of 1857, Causes, Courses, Results and Impact of the Revolt

CO – Course Objective

UNIT I: DISINTEGRATION OF THE MUGHAL EMPIRE & EUROPEAN SETTLEMENT

(15 HRS)

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

Extra Reading /Keywords: *Merchant Adventurers, Battle of Bedara*

UNIT II: THE BRITISH CONQUEST AND EXPANSION**(15 HRS)**

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 / Keywords: *Subsidiary Treaty, Arthur Wellesley*

UNIT III: BRITISH POLICIES IN INDIAN STATES**(15 HRS)**

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

Extra Reading / Keywords: *Treaty of Amritsar, Treaty of Salbai*

UNIT IV: REFORMS OF GOVERNOR GENERALS**(15 HRS)**

Cornwallis and Permanent Land revenue settlement – Reforms of William Bentinck- Lord Dalhousie and his reforms- Ryotwari system- Mahalwari system- Socio- Religious reforms: Brahmo Samaj- Arya Samaj- Prarthana Samaj- Ramakrishna Mission- Theosophical Society.

Extra Reading / Keywords: *Sir John Macpherson, Sir George Barlow*

UNIT V: CONSTITUTIONAL DEVELOPMENT AND REVOLT OF 1857**(15 HRS)**

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

Extra Reading / Keywords: *S. P. Sinha, Raja Kishori Lai Goswami*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

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 role of Lord Clive, Warren Hasting, Lord Wellesley, Lord Hastings, Anglo-Mysore wars, Anglo-Maratha wars, Anglo Burmese war and Annexation of Sind;	PSO 2	A
CO-3	Discuss 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 Outcome; CO – Course Outcome; R- Remember; U- Understand; Ap – Apply; An – Analyse; E- Evaluate; C – Create

PRESCRIBED TEXT BOOK

Grover, B.L & Alka Mehta (1980) A New Look on Modern Indian History: From 1707 to modern times, S.Chand Publishing, Delhi.

SUGGESTED REFERENCES

1. Majurndar, R.C. and et al. (1946). An Advanced History of India. Macmillan Publication
2. Percival S (1965) The Oxford History of Modern India 1740-1975. OUP
3. Nanda, B.R.and V.C.Joshi (1972) Studies in Modern Indian History. Orient Longman
4. Roberts, P.E.(1978) History of British India.
5. Desai, A.R. (2011). Social Background of India Nationalism. Popular Ltd.
6. Sarkar Sumit (2014), Modern India 1885-1947. Pearson.
7. Chopra P.N., Ravindran T.K. and Subramanian N., (2016).History of South India. Penguin Publication
8. Chobra, G.S. (2016). Advanced Study in the History of Modern India Vol.I,II,III 1707 –1947. Lakshmi publication

Note: Learners are advised to use latest edition of books.

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

SCHOOL OF HUMANITIES

PG AND RESEARCH DEPARTMENT OF HISTORY

Second Year - Semester – IV

Course Title	MAJOR CORE : 8 HISTORY OF TAMIL NADU FROM 1801 TO 1967 C.E
Total Hours	90
Hours/Week	6
Code	U20HI4MCT08
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVES

To enable the learners 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:

To enable the learners:

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

CO – Course Objective

UNIT I: BRITISH LAND REVENUE AND EDUCATIONAL POLICY (18 HRS)

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

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

UNIT II: NATIVE RESISTANCE (18 HRS)

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

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

UNIT III: SOCIO-RELIGIOUS REFORM MOVEMENTS (18 HRS)

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

Extra Reading /Keywords: *Modernity, Rationalization, Movements*

UNIT IV: ROLE OF TAMIL NADU IN FREEDOM STRUGGLE (18 HRS)

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 – Moolalur Ramamirtham Ammaiyar - Meenambal Shivaraju

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

UNIT V: TAMIL NADU UNDER CONGRESS RULE (18 HRS)

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 /Keywords: *Linguist, Dravidianism, Hindi Agitation.*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES:

The learners will be able

to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the 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	Discuss the perspective of social reformers about caste system	PSO 1	E

	and social inequality in India;		
CO-5	Investigate the Rise of Nationalism, contributions of V.O.C, Subramania Bharathiyar, Sathyamoorthy and the Contributions of Indian Christians to the Freedom Struggle in pluralistic aspects;	PSO 5	A
CO-6	Evaluate 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	Demonstrate the skills to face the competitive examinations.	PSO-5	C

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

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

PRESCRIBED TEXTBOOKS

1. Devanesan, A., (2004). History of Tamil Nadu, Marthandam
2. K.Rajayyan, (2005). Real History of Tamil Nadu, Ratna Publication, Madurai

SUGGESTED REFERENCES

1. Eugene, F.Frschick, (1969). Politics and Social Conflict in South India, OUP, Bombay
2. Chopra P.N., Ravindran, T.K. and Subramanian, N. (1979). History of South India, Delhi.
3. Sastri K.A.N, (2006). A. History of South India, OUP, Delhi.
4. David Arnold ,(2017). The Congress in Tamil Nadu (1919-1937), Routledge, New Delhi.

Note: Learners are advised to use latest edition of books.

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI
SCHOOL OF HUMANITIES
PG AND RESEARCH DEPARTMENT OF HISTORY

Second year- Semester- IV

Course Title	MAJOR ELECTIVE-2 –PRINCIPLES OF GOVERNMENT
Total Hours	60
Hours/Week	4
Code	U20HI4MET02
Course Type	Theory
Credits	3
Marks	100

GENERAL OBJECTIVES

To enable the learners understand the purpose and the types of the Government and to appreciate the functioning of their Constitution

COURSE OBJECTIVES

To enable the learners:

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.

CO – Course Objective

UNIT I: MEANING & CLASSIFICATIONS OF CONSTITUTION

(12 HRS)

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

Extra Reading / Keywords: *Monarchy, Aristocracy and Democracy, Principles of government*

UNIT II: TERRITORIAL CLASSIFICATION OF CONSTITUTION (12 HRS)

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 / Keywords: *Powers between Centre and State, Rigid and Flexible Nature, Single leadership*

UNIT III: FUNCTIONAL CLASSIFICATION OF CONSTITUTION (12 HRS)

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

Extra Reading / Keywords: *Distribution of power, Implementation of programmes and policies*

UNIT IV: LEGISLATURE (12 HRS)

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 / Keywords: *Law making procedures, Referendum and Initiative, Passing of bills*

UNIT V: JUDICIARY (12 HRS)

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

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

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES:

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the meaning and 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;	PSO 2	E
CO-4	Explain the Flexible and Rigid Constitution;	PSO 3	U
CO-5	Summarise 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 analyse the functions of Bi-party and Multi-party system;	PSO 3	An

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

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

PRESCRIBED TEXT BOOKS

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

SUGGESTED REFERENCES

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

Note: Learners are advised to use latest edition of books.

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI
SCHOOL OF HUMANITIES
PG AND RESEARCH DEPARTMENT OF HISTORY

B.A. History - Semester – IV - Second Year

Course Title	ALLIED 6: INDIAN INDIGENOUS CULTURE
Total Hours	60
Hours/Week	4
Code	U20HI4ALT06
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVE

To make the learners understand the meaning and definition of indigenous culture, historical development in the study of tribal and peasant societies, impact of modernisation on the indigenous culture, salient features of select indigenous tribes

COURSE OBJECTIVES

To enable the learners

CO No.	Course Objectives
CO-1	Understand the objectives of the study of tribal culture and the essential Features;
CO-2	Analyse the impact of modern developments on the tribal society;
CO-3	Understand the various forms of art and cultural aspects of tribes of India;
CO-4	Analyse the indigenous knowledge systems;
CO-5	Understand the important features of select tribes in India.

CO – Course Objective

UNIT 1: STUDY OF TRIBES

12 HRS

Anthropological concept of tribe, problems of nomenclature, definition and characteristic features of tribes in India; social structure, political organization and religion

Extra Reading/Key words: *Structural-functionalism, Symbolic interactions*

UNIT II: IMPACT OF MODERNIZATION ON INDIGENOUS CULTURE **12 HRS**

Tribes and wider world: impact of development schemes and programme on tribal life; the history of tribal administration, issues of acculturation and assimilation.

Extra reading/Keywords: *Multipurpose projects, rehabilitation and social change*

UNIT III: ART AND CULTURE**12 HRS**

Painting- Warli, Dance- Gavri, Nagaland-Hornbill festival, Religion-features of folk worship, Tribal jewellery, Marriage-Bhutia

Extra Reading/Keywords: *Bhils, Gujjar Bakkarwals*

UNIT IV: INDIGENOUS KNOWLEDGE SYSTEM**12 HRS**

Indigenous Knowledge system- Ethno medicine- Forestry and Wild Life- Coping with Disasters- folk traditions

Extra Reading/Keywords: *Medical Anthropology, Folk traditions*

UNIT V: CASE STUDIES OF SELECT INDIGENOUS PEOPLE**12 HRS**

Gonds of Central India- Bhils of Western India- Santals of Eastern India- the Todas of Southern India

Extra Reading/Keywords: *W.H.R.Rivers, Christoph von Fürer-Haimendorf*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recall the meaning, objectives of the study of tribal culture and the essential features;	PSO 1	U
CO-2	Display the understanding on the impact of modern developments on the tribal society;	PSO 2	An
CO-3	Demonstrate the various forms of art and cultural aspects of tribes of India;	PSO 5	U
CO-4	Recognize the indigenous knowledge systems;	PSO 2	An
CO-5	Recognize the important features of select tribes in India.	PSO 3	An

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

PRESCRIBED TEXT BOOKS

1. Anthony Walker (1982) The Todas, New Delhi, Hindustan Publishing House.
2. Christoph von Furer-Haimendorf (1984) Tribes in India, Oxford, Oxford University Press.
3. Vidyarthi L.P. and Rai B. K. (1985) Tribal Culture in India, New Delhi, Concept Publishing Company.

SUGGESTED REFERENCES

1. McKim Marriott (ed.) (1955) Village India, Illinois, University of Chicago Press.
2. Srinivas M.N (1969) India: Social Structure. Hindustan Publishing Corporation.
3. Milton Singer (1972) When a great tradition modernizes : an anthropological approach to India civilization. Michigan.
4. Walker, A. (1986). The Todas. Delhi: Hindustan Publishing Corporation.

5. Warren, D.M. (1992). Indigenous knowledge, biodiversity conservation and Development. Iowa State University.
6. Ramakrishnan, P.S., Saxena, K.G, and Chandrashekara, U.M. Eds. (1998). Conserving the sacred for Biodiversity Management. Oxford & IBH, New Delhi.
7. Posey, D.A. Ed. (1999). Intermediate Technology Publications/ UNEP.
8. Cultural and Spiritual values of Biodiversity- A complementary Contribution to the Global Biodiversity Assessment. Oxford Centre for the Environment, Ethics and Society, Oxford.
10. Glauco Sanga, Gherado Ortalli (2000) Nature knowledge : ethnoscience, cognition and utility.
11. Ellen, R.F. Peter Parkes and Alan Bicker (2000). Indigenous Environmental Knowledge and its Transformations.
12. Laird. Sarah A. (ed), (2002). Bio-diversity and Traditional knowledge.
13. Posey D.A. (2004) Indigenous knowledge and ethics. New York : Routledge.

Note: Learners are advised to use latest edition of books.

(For Candidates admitted from the academic year 2020-21 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI
SCHOOL OF HUMANITIES
PG AND RESEARCH DEPARTMENT OF HISTORY

Second Year - Semester – IV

Course Title	ALLIED – 6: - INDIAN CONSTITUTION
Total Hours	60
Hours/Week	4
Code	U20HI4ALT06
Course Type	Theory
Credits	2
Marks	100

GENERAL OBJECTIVE

To enable the learners understand the functioning of the Government of India and to appreciate the functioning of the Indian Constitution constitutions.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Remember the framers of Indian Constitution and 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 and Prime minister and state executives - Governor , Council of Ministers and Chief Minister.
CO-4	Remember the law making of Union Legislature and powers of Rajya Sabha and Lokshabha in India.
CO-5	Analyse the methods of amendments and centre –state relations of financial and public administration.
CO-6	Evaluate the functions of Planning Commission, National Commission and Public Service Commission and Election Commission.

CO – Course Objective

UNIT I : CONSTITUTION OF INDIA

(12 HRS)

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

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

UNIT II: UNION AND STATE EXECUTIVE**(12 HRS)**

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

Extra Reading/ Keywords : *Veto power, Act of No Confidence. Sessions in Parliament, Allocation of powers*

UNIT III : LEGISLATURE AND JUDICIARY**(12 HRS)**

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

Extra Reading / Keywords: *Independence of Judiciary, Appellate Jurisdiction, Magistrate courts*

UNIT IV: AMENDMENTS**(12 HRS)**

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

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

UNIT V : COMMISSIONS**(12 HRS)**

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

Extra Reading / Keywords: *NITI AYOJ, TNPSC&UPSC, National commission*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

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 and Duties and directive principles of State Policy;	PSO 3	U
CO-3	Analyse the functions of President and 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 and 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
CO-7	Apply the methods to face the competitive examinations.	PSO-5	Ap

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

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

PRESCRIBED TEXT BOOKS

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

SUGGESTED REFERENCES

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 .
4. Kasthuri, J (1998) Modern Governments, Udumalpet, Ennes Publication
5. Jayapalan, N, N (1999) Modern Governments, New Delhi, Atlantic Publishers,

Note: Learners are advised to use latest edition of books.

(For Candidates admitted from the Academic year 2020-21 onwards)
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SCHOOL OF HUMANITIES
PG & RESEARCH DEPARTMENT OF HISTORY
Second Year - Semester – IV

Course Title	NME- 2 TOURIST PRODUCTS OF INDIA
Total Hours	45
Hours/Week	3
Code	U20HI4NMT02
Course Type	Theory
Credits	3
Marks	100

GENERAL OBJECTIVES

To enable the learners understand the nature of different tourism products by providing insights into the process of developing and managing various tourism products in order to enhance the knowledge of students about various tourism products of India.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Understand tourism products and its components, central, peripheral services and public services.
CO-2	Analyse the role of Indian architectural heritage in the tourism industry.
CO-3	Understand the role and services of tour operators and travel agents
CO-4	Understand the support facilities available for travel and tourism, accommodation, transportation
CO-5	Evaluate the rules and regulations for travel documentation, information and concept of visa, passport and the legalities involved in tourism.

CO – Course Objective

UNIT-I: INTRODUCTION TO TOURISM PRODUCTS

(9 HRS)

Meaning of Tourism Product- Types of tourism product (TOPs, ROPs, BTEs), Characteristics of tourism products, Services as tourism products, Experiences as tourism products, Classification of tourism products (Natural, Manmade, Symbiotic)

Extra Reading /Keywords: *Tangible and Intangible Product, Psychological Satisfaction, Heterogenous Product*

UNIT-II: COMPONENTS OF TOURISM PRODUCTS (9 HRS)

Inter-relationship between travel and transport, catering and accommodation, attractions, leisure and recreation and business facilities; Components included in different tourism products (e.g. package, independent, all-inclusive holidays); Ancillary services – guiding, currency, marketing services **Extra Reading /Keywords:** *Accommodation, Attraction , Accessibility, Amenities*

UNIT-III: ROLES OF TOUR OPERATORS AND TRAVEL AGENTS (9 HRS)

International tour operators -tour operator’s product -types of tour operator - nature of tour operations - operating characteristics of tour operators -Retail travel agents – role, different services offered, understanding of travel agency -accreditation and conditions- operating characteristics

Extra Reading /Keywords: *Inclusive tours, Inbound, Outbound, Domestic, Ground tour operators*

UNIT-IV: SUPPORT FACILITIES FOR TRAVEL AND TOURISM (9 HRS)

Concept of infrastructure – features of the built environment -link with level of economic development-Type and range of accommodation-Economies of operation and scale of investment-measures of efficient operation-Local public transport- provision and relationship with improved accessibility – Express links to airport – Integrated rapid transit system and other forms of transportation.

Extra Reading /Keywords: Online travel agencies (OTAs), Destination marketing organizations (DMOs), Global travel business operations

UNIT-V: TOURISM SERVICES (9 HRS)

Travel Documentation: Passport & VISA- Meaning, Types, Procedures, Validity, Necessary Information to fill the Passport and VISA Form for Issuance, Health Certificates, Currency, Travel Insurance, Credit & Debit Card

Extra Reading /Keywords: *Travel sites, Itinerary management, Reservation management, Data Entry, Invoicing*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Identify tourism products and their components, central, peripheral services and public services in tourism	PSO 1	U

	product;		
CO-2	Explain role of Indian architectural heritage museums, art galleries and libraries, fairs and festivals of India;	PSO 2	A
CO-3	Outline the role of tour operators and travel agents and services offered by the travel agency;	PSO 5	U
CO-4	Recall the support facilities available for travel and tourism, accommodation, transportation for accessibility and economic scale for investment in tourism;	PSO 2	U
CO-5	Recall the rules and regulations for travel documentation and information;	PSO 1	U
CO-6	Apply the procedure for visa, passport and the legalities involved in tourism.	PSO 5	Ap

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

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

PRESCRIBED TEXT BOOK

S, Biwal. A & Joshi. V. (2009), Tourism Operations and Management, Oxford University Press, New Delhi

SUGGESTED REFERENCES

1. Holloway, J.C. (2002), The Business of Tourism, Prentice Hall, London
2. Chand, M. (2002), Travel Agency Management: An Introductory Text, Anmol Publications Pvt. Ltd., New Delhi.
3. Negi, J (2005), Travel Agency Operations: Concepts and Principles, Kanishka, New Delhi
4. Goeldner, R & Ritchie. B (2010), Tourism, Principles, Practices and Philosophies, John Wiley & Sons, London
5. Swain, S.K. & Mishra, J.M. (2012). Tourism Principles & Practices, Oxford University Press, New Delhi.

Note: Learners are advised to use latest edition of books.

SEMESTER V

Semester	Part	Course	Title of the Course	Code	Hours/ Week	Credits	Marks
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	25	800+100

SEMESTER VI

Semester	Part	Course	Title of the Course	Code	Hours/ Week	Credits	Marks
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 from1945 to1991C.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			100
			Total		30	25+2	900
			Grand Total		180	148	5500

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(For Candidates admitted from 2015 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	5 Hrs Wk
Code	U17HI5MCT07
Course Type	Theory
Credits	5
Marks	100

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

Course Objectives

CO No.	Course Objectives
CO-1	Understand the events led to the partition of India
CO-2	Analyze the efforts taken by Sardar Vallabhai 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	Evaluate the 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

The learner will be able to

UNIT I

15Hrs

India on the Eve of Independence

Partition of India – Integration of Indian states – Sardar Vallabai 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 Reorganisation,, Nithi Ayog, Industrial Revolution*

UNIT III

15Hrs

Emergence of Regional Parties

Lal Bahadur Shastri – 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 – Globalisation – 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 learner will be able to

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	Contextualising 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	
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

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 Sarla Jagmohan (1975) Emergency in India, Manas Publications, Delhi.
4. Kuldip Nayar (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,.
7. Bipin Chandra et.al.(2004), India Since Independence, Penguin Books, New Delhi,.
8. Thirthangar Roy,(2011) Economic History of India 1857- 1947, Third Edition, Oxford University Books

Holy Cross College (Autonomous), Tiruchirappalli
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(For Candidates admitted from 2015 onwards)
Third Year - Semester – V

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

General Objectives: 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, Annales Maximi, A Study of History*

UNIT V

15Hrs

Eminent Indian Historians

Kalhana- Barani -Abul Fazl- V.A. Smith- J.N. Sarkar- D.D. Kosambi-K.A. Nilakanda Sastri- R.C. Majumdar- K.K.Pillai - Sathiyanaatha Aiyar- Ranajit Guha.

Extra Reading/Key Words: *Rajatarangini, Tarikh-i-Firuz Shahi, Kosambi effect, Kosambi Map function*

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

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the 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

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

Books for Reference

1. Carr E.H , (1964)What is History? Penguin Books, New York,
2. Sheikh Ali.B ,(1978)History: Its Theory and Method (II Edition) , Macmillan India Limited, Madras,.
3. Subramanian.N, (1986).Historiography, Ennes Publications, Tamil Nadu,
4. Jayapalan. N,(1999).Historiography, Atlantic Publishers and Distributors (P) ltd, New Delhi,

Holy Cross College (Autonomous), Tiruchirappalli
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(For Candidates admitted from 2015 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 Hrs Wk
Code	U15HI5MCT09
Course Type	Theory
Credits	4
Marks	100

General Objectives:

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 learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Examine the fight for independence by the Americans against the British and the importance of constitution for a stable country.	PSO 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

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

BOOKS FOR REFERENCES

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

Holy Cross College (Autonomous), Tiruchirappalli
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(For Candidates admitted from 2015 onwards)
Third Year - Semester – V

Course Title	MAJOR CORE 10 WORLD HISTORY-I FROM 1453 TO 1788 C.E
Total Hours	75
Hours/Week	5 Hrs Wk
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 centers
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
Portugese Indian Aramada, 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 Rights1689,profusion of agricultural revolutions,crop rotationand selective breeding, GDP,the Condition of Working Class in England,Royal Charter,Henry Thomas Colebrooke*

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 learner will be able to

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 analyze 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

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

Books for Reference

1. Fisher, A. A. L (1936) History of Europe, Prentice Hall of India, New Delhi.
2. Weech, W. N.(1973), History of the World, London .
3. Phul, R. K (1987) World Civilization, Prentice Hall of India, New Delhi
4. James Edgar Swain (1999). A History of World Civilization, MC Graw Hill Book Co, New Delhi,
5. Arun Battacharjee, (2001) History of Europe (1453-1789), Sterling Publishers Private Limited, New Delhi
6. Ketelby, C.D., (2001), History of Modern Times from 1789, OUP, New Delhi

Holy Cross College (Autonomous), Tiruchirappalli
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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 Rajya Sabha and lokshabha 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**15Hrs****Legislature and Judiciary**

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, TNPS&UPSC, National commissiom*

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

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	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
CO-7	To make the students face the competitive examinations	PSO-5	U

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

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
1. Pylee, M.V (1998) Indian Constitutions, New Delhi, S. Chand and Company . Kasthuri, J (1998) Modern Governments, Udumalpet, Ennes Publication
5. Jayapalan, N, N (1999) Modern Governments, New Delhi, Atlantic Publishers,
- 6, Jayapalan N.(2002), Modern Governments and Constitutions, Atlantic Publishers , New Delhi .

Holy Cross College (Autonomous), Tiruchirappalli
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Third Year - Semester – V

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

General Objective

To Study to important tourist centers 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 centers in North India & South India
CO-5	Understand the Itenary 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 – Kanniyakumari – 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 learner will be able to

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

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

BOOKS FOR REFERENCE :

1. Dass, R.K.(, 2009)- Temples of Tamil Nadu, Bharatiya Vidya Bhavan, Bombay.
2. Krishnamurthy K (1995) Introducing Archaeology, Ajantha Publishers, New Delhi
3. Ward Anne,(1997) Adventures in Archaeology, Hamlyn Publishing Group Ltd.,London.
4. Prannath Seth (2000) India, Traveller's Companion, published by sterling Publishers Pvt.td, New Delhi
- 5.Raphael, D.(2009) - Temples of Tamil Nadu works of Art, Ratmalana Fast Print Service Pvt, Srilanka
6. Sthalapuranas of various temples (Available Temple's Book Stall)

Holy Cross College (Autonomous), Tiruchirappalli
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Third Year - Semester – V

Course Title	SBE – 4 COMPUTER LITERACY
Total Hours	30
Hours/Week	2
Code	U15HI5SBT04
Course Type	Theory
Credits	2
Marks	100

General Objectives: To demonstrate and expand basic informatics skills and attitudes relevant to the emerging knowledge society and to effectively equip the students to utilize the digital knowledge resources.

Course Objectives:

The learner will be able to

CO No.	Course Objectives
CO-1	Understand the History of Computers, Organization of a Computer, Input Devices and Usage, Output Devices and Usage.
CO-2	Apply the Word 2007, Formatting, Managing Documents, Word 2010.
CO-3	Apply the Uses of Excel 2007 Workbooks
CO-4	Apply the Excel 2007, preparation, Charts and Diagram
CO-5	Understand the classifications of MS PowerPoint and prepare ppt presentations.
CO-6	Understand practical knowledge of the various computer packages.

UNIT- I

6Hrs

Introduction to computer

Computer –An Intro- History of Computers-Organization of a Computer-Input Devices and Usage-Output Devices and Usage.

Extra Reading/Key Words: Assembly Language, Auxiliary Storage, Client, Server

UNIT-II

6Hrs

Word 2007

Word 2007-Formatting -Managing Documents - Word 2010.

Extra Reading/ Key Words: font, change, lay out, Review

UNIT-III**6Hrs****MS-EXCEL**

Uses of Excel 2007 Workbooks-preparation-Charts and Diagram.

*Extra Reading/Key Words: spread sheet, computations, auto-fill, pivot tables, filters***UNIT-IV****6Hrs****MS-POWERPOINT**

Classification of Power Point 2007 Presentations- Editing –Animation.

*Extra Reading/Key Words: Robert Gaskins and Dennis Austin, dataclassification,Smart art, Insert shapes, Clip art***UNIT-V****6Hrs**

Practical

*Extra Reading/(Key Words): Project, Assignment***Course Outcomes****The learner will be able to**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Discuss the History of Computers, Organization of a Computer, Input Devices and Usage, Output Devices and Usage.	PSO 5	U
CO-2	Present the Word 2007, Formatting, Managing Documents, Word 2010.	PSO 5	A
CO-3	Demonstrate the uses of MS Excel and activity based inputs.	PSO 8	A
CO-4	Classify the Excel 2007, preparation, Charts and Diagram	PSO8	A
CO-5	Discuss the classifications of MS Powerpoint and prepare ppt presentations.	PSO 8	U
CO-6	Explain the with practical knowledge of the various computer packages.	PSO 5	U
CO-7	To make the students to become front office managers and data entry officers	PSO-7	U

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

BOOKS FOR REFERENCE

1. Edward Willett.C. (2004) “Microsoft Office 2003 Bible”, ,Wiley-dreamtech India Publications Pvt. Ltd., New Delhi.
2. Think Tank of Kiran Prakashan(2015)., Computer Literacy And Knowledge—English (Paperback,Pratiyogita Kiran prakashan,

Holy Cross College (Autonomous), Tiruchirappalli
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Third Year - Semester – VI

Course Title	MAJOR CORE 11 WORLD HISTORY-II FROM 1789 TO 1945 C.E
Total Hours	90
Hours/Week	6 Hrs Wk
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 Uprising

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: Centers 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 learner will be able to**

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 Bismark 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

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

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

Holy Cross College (Autonomous), Tiruchirappalli
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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 Objectives: 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 Bacon, 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,electromagnetic 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 – Srinivasa Ramanujan - 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 learner will be able to

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

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

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.. Varghese Jeyaraj, (1997), History of Science and Technology, Uthamapalayam,.
9. Asohk Kumar Singh “Science and

Holy Cross College (Autonomous), Tiruchirappalli
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Third Year - Semester – VI

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

General Objectives:

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, Shri Narayana Guru, Ramana Maha
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 Ulagu Seivom’) – Women’s Liberation; Ayothidasa Pandithar: ‘Oru Paisa Thamilan’.

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

UNIT – IV Religious**17Hrs**

Ramakrishna; Vivekananda; Shri Narayana Guru; Ramana Maha Rishi; Vallalar’s.

Extra Reading/ Key Words:Divine faith, psychological reductionism, Samarasa Suddha Sanmarga Sathiya Sangam, 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, Garibi Hatto, Missionaries of charity, The Missionary Position: Mother Teresa in Theory and Practice(1995),

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

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, Five Year Plans to the National Development and world peace.	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,	PSO 2	U

	Gitanjali and role of Bharathi, Bharathidasan poems in national awakening.		
CO-6	Discuss the reforms of Ramakrishna, Vivekananda, Shri Narayana Guru, Ramana Maha	PSO 2	U
CO-7	Distinguish the contributions of Muthulakshmi Reddy, Sarojini Naidu and Annie Besant	PSO 4	U
CO-8	Recall the works of Mother Teresa and Mehta Patkar and its impact in society.	PSO 4	R
CO-8	To make the students face the competitive examinations	PSO-5	U

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

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

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Third Year - Semester – VI

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

General Objectives:

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 Ascendancy, Open Trade***Course Outcomes:****The learner will be able to**

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

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

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

Holy Cross College (Autonomous), Tiruchirappalli
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(For candidates admitted from 2015 onwards)

Third Year - Semester – VI

Course Title	NME-2 TRAVEL FORMALITIES& TICKETING
Total Hours	30
Hours/Week	2 Hrs Wk
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 Neighbouring 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: *Neighbouring Countries, 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, ReportWriting*

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

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	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

1. Manoj Das' (1995) India a Tourist Paradise Mukkund Publications,. New Delhi.
2. Pranath Seth & Sushma Seth Bhat (1990) An Introduction to Travel & Tourism, New Delhi.
3. Pran Seth (1997) Traveller's Companion, 1997, New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2015 onwards)
Third Year - Semester – VI

Course Title	SBE-5 ARCHIVES KEEPING
Total Hours	30
Hours/Week	2 Hrs Wk
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 equipments 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 learner will be able to

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

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

BOOKS FOR REFERENCES

1. Sundararaj, M., A.,(2000), *Manuel of Archival System and the World of Archives*, Siva Publications, Chennai.
2. Thyagarajan.J. (2009), *Archives Keeping*, Tensy Publications, Sivakas,.
3. Baliga B.S., *Guide to the Records preserved in the Madras Record Office*.
4. Jenkinson Hilary, *A Manual of Archives Keeping*.
5. Macmillan D.S., (ed) *Records Management*.
6. Sailen Ghose, *Archives in India*.



HOLY CROSS COLLEGE (AUTONOMOUS)

Affiliated to Bharathidasan University

Nationally Accredited (4th Cycle) with 'A ++ ' Grade (CGPA 3.75/4) by NAAC

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 M.A. Degree Programme, the graduate will be able to</i>
PO-1	Demonstrate the 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	Get through NET/SET exams and set up coaching classes and tuition centres.
PO-4	Critically think and conduct research through the lens of history, humanity and culture.
PO-5	Display the ability to become social activists and socially responsible citizens.
PO-6	Demonstrate ability to become qualitative teachers and academia.

PSO No.	Programme Specific Outcomes
	<i>Upon completion of these courses the learner would be able to</i>
PSO-1	Demonstrate 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	Display the skills needed for preparation of NET/ SET exams to receive employment opportunities.
PSO-3	Become aware of socio, political, economic conditions of various empires and causes, courses, results of the World Wars, Revolutions, Movements and the foreign policies of world countries which make 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 for advocacy, lobbying, campaigning and political activism.
PSO-5	Examine research topics involving human experience and chronology which can be applied in conducting projects.
PSO -6	Frame historical questions and apply historical facts and context so as to be well versed in historical research techniques and methods.
PSO – 7	Display knowledge in local, national and global history so as to demonstrate, analyze and synthesize historical information.
PSO – 8	Demonstrate skills to identify the Archaeological remains, to protect the historical monuments and to preserve the cultural heritage sites.

(For students admitted from the academic year 2021-22 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-2
PG AND RESEARCH DEPARTMENT OF HISTORY

SEMESTER- II					
Course	Title of the course	Code	Hours/ week	Credits	Marks
Major Core- 6	History of Mughal India from 1526 to 1707 CE	P21HI2MCT06	6	5	100
Major Core-7	History of World – II from 1453 to 1815 CE	P21HI2MCT07	6	5	100
Major Core-8	History of India from 1707 to 1857 CE	P21HI2MCT08	6	5	100
Major Core- 9	Constitutional History of India	P21HI2MCT09	5	4	100
NME – 1	Gender Rights	P21HI2NMT01	5	3	100
Ethics	Value Education		1		
Library			1		
	Internship / Field Work / Field Project 30 Hours	P18SP2ECC01		1	100
Total			30	23	600

SEMESTER I					
Course	Title of the Course	Code	Hours/ Week	Credits	Marks
Major Core- 1	Ancient Indian Society, Polity and Culture from Vedic age to 1206 CE	P21HI1MCT01	6	5	100
Major Core- 2	State, Society, Economy and Culture in Medieval India from 1206 to 1565 CE	P21HI1MCT02	6	5	100
Major Core- 3	Socio-Cultural History of Tamil Nadu from 850 to 1800 CE	P17HI1MCT03	6	5	100
Major Core- 4	History of World – I from Pre-Historic to 1453 CE	P21HI1MCT04	5	4	100
Major Core- 5	Archaeological Studies	P21HI1MCT05	5	4	100
Ethics	Value Education		1		
Library			1		

	Internship / Field Work / Field Project 30 Hours	P18SP1ECC01		2	100
Total			30	25	600

SEMESTER- III

Course	Title of the Course	Code	Hours/week	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	Hrs/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 East Asia / Heritage Studies	P21HI4MET03	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	97	2400

(For candidates admitted from 2021 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI
PG AND RESEARCH DEPARTMENT OF HISTORY
M.A. HISTORY - SEMESTER – I - FIRST YEAR

Course Title	MAJOR CORE- I ANCIENT INDIAN SOCIETY, POLITY AND CULTURE (FROM VEDIC AGE UPTO 1206 CE)
Total Hours	90
Hours/Week	6
Code	P21HI1MCT01
Course Type	Theory
Credits	5
Marks	100

GENERAL OBJECTIVE

To make the learners understand the Indian Heritage in ancient period along with the socio-cultural developments.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Understand the sources of ancient Indian history with special reference to literary texts, and the Vedic Age;
CO-2	Analyze the Formation of States (Mahajanapathas), Rise of Ajivika, Jainism and Buddhism, Pre-Mauryan and Mauryan polity and Sangam Age;
CO-3	Analyse the contribution of Sathavahanas and State Formation in the Peninsula, Indo-Greeks, Sakas, Parthians, Kushanas: Kanishka, Culture and Art;
CO-4	Evaluate the rule of 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-5	Understand the regional cultures, Trade guilds, Growth of Vaishnava and Saiva religions.

CO – Course Objective

UNIT-1: ANCIENT INDIA- AN INTRODUCTION

17 HRS

India- a regional geography, Sources for the study- archaeology, Literature, Foreign accounts- Historiographical trends in early Indian History- concept of Bharat varsha- Vedic Age- Society and economy

Extra Reading /Key words: *Nitisastra, Bharat varsha, Vedas, Upanishads*

UNIT-II: PRE-MAURYAN AND MAURYAN PERIODS AND SANGAM AGE

19 HRS

Formation of States (Mahajanapathas) - Rise of Ajivaka, 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- Sangam Age- Polity and society.

Extra Reading /Keywords: *Indica, State formation, Yakshas, Artha sastra, tinai concept*

UNIT-III: POST MAURYAN PERIOD

17 HRS

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

Extra Reading /Keywords: *Gandhara Art, Mathura School of Art*

UNIT-IV: GUPTAS AND POST GUPTAS

18 HRS

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- Chinese travellers

Extra Reading / Keywords: *Allahabad Inscription, Junagarh Inscription.*

UNIT-V: REGIONAL STATES

19HRS The

Kadambas - Gangas - Pallavas -Chalukyas of Badami and Kalyani - Growth of Bhakti movement - Varmans of Kamrup, Palas, Senas, Rashtrakutas, Pratiharas – art and architecture- Administrations, Economic condition- Growth of Bakthi movement

Extra Reading /Keywords: *Nagara and Dravida style*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand the sources and the concepts Bharatvarsha, Sabha and Samiti, Varnasrama, Purusharthas, Rina, Samskaras, Yajna, Doctrine of Karma, and the Vedic Age;	PSO:2	U
CO-2	Analyze the Formation of States (Mahajanapathas), Rise of Asivagam, Jainism and Buddhism, Pre-Mauryan and Mauryan polity and Sangam Age	PSO:6	An
CO-3	Analyse the significance of the rule of Sathavahanas and State Formation in the Peninsula, Indo-Greeks, Sakas, Parthians, Kushanas: Kanishka, Culture and Art;	PSO:2	An
CO-4	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;	PSO:3	E
CO-5	Understand the regional cultures, Trade guilds, Growth of Vaishnava and Saiva religions.	PSO:3	U

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

PRESCRIBED TEXT BOOKS

1. Kosambi, D.D. (1997). The Culture and Civilisation of Ancient India in Historical Outline. Vikas Publications: Delhi.
2. Khurana. K.L. (2001). History of India: Earliest times to 1761 A.D., Lakshmi Narain Agarwal, Agra.
3. Romila Thapar,(2002).Early India, Penguin, New Delhi.
4. Smith V. A., (2002). The Oxford History of India, OUP, New Delhi.
5. Majumdar.R.C. (2002). An Advanced History of India, Mac Millan, New Delhi.
6. Basham. AL., (2003).The Wonder that was India, Rupa & Co., New Delhi.
7. Jha, D.N. (2020, a reprint). Ancient India in Historical outline. Manohar Publishers & Distributors. New Delhi.

SUGGESTED REFERENCES

1. Minakshi, C.(1938). Administration and social life under the Pallavas. University of Madras.
2. Nilakanta Sastri, K.A. (1953). The Age of the Nandas and Mauryas, Delhi.
3. Subrahmanian, N. (1966). Sangam Polity: The Administration and Social Life of the Sangam Tamils. Asia Publishing House.
4. Gupta, P. L. (1974). The Imperial Guptas, 2 Vols. Varanasi: Vishwavidyalaya Prakashan.
5. Gupta, P. L. (1974). The Imperial Guptas, 2 Vols. Varanasi: Vishwavidyalaya Prakashan.
6. Thapar, Romila (1979). Ancient Indian Social History: Some Interpretations, Orient Longman, Hyderabad.
7. Jaiswal, Suvira. 1981. The Origin and Development of Vaisnavism: Vaisnavism from 200 BC to AD 500. New Delhi: Munshiram Manoharlal.
8. Thapar, Romila (1984). From Lineage to State: Social Formations in the Mid-First Millennium BC in the Ganga Valley, OUP, Delhi.
9. Thapar, Romila (1985). Asoka and the Decline of the Mauryas, Oxford (Revised Edition)
10. Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York and Tokyo: John Weatherhill Inc.
11. Sharma. S.(1991). Aspects of Political Ideas and Institutions in Ancient India, New Delhi
12. Thapar, R.(1992). Interpreting Early India, OUP, New Delhi.
13. Champakalakshmi, R. (1996). Trade, Ideology and Urbanization: South India 300 BC to AD 1300. Delhi: Oxford University Press.

14. Thaplyal, K. K.(1996). Guilds in Ancient India: A Study of Guild Organization in Northern India and Western Deccan from Circa 600 BC to Circa 600 AD. New Delhi: New Age International Ltd.
15. Sharma, R. S. (2003). Perspectives in Social and Economic History of Ancient India. Delhi: Munshiram Manoharlal.
16. Trautman, Thomas R., (2005). ed., The Aryan Debate, OUP, Delhi
17. Singh, Upinder. (2009). A History of Ancient and Early Medieval India from the stone Age to the 12th century. Delhi: Pearson Longman.
18. Gurukkal, Rajan. (2010). Social Formations of Early South India. New Delhi: Oxford University Press.

Note: Learners are advised to use latest edition of books.

(For candidates admitted from 2021 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI

PG AND RESEARCH DEPARTMENT OF HISTORY

M.A. HISTORY -FIRST YEAR - SEMESTER – I

Course Title	MAJOR CORE-2 STATE, SOCIETY, ECONOMY AND CULTURE IN MEDIEVAL INDIA (1206 -1565 CE.)
Total Hours	90
Hours/Week	6
Code	P21HI1MCT02
Course Type	Theory
Credits	5
Marks	100

GENERAL OBJECTIVE

To provide the learners 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

To enable the learners:

CO No.	Course Objectives
CO – 1	Understand the establishment and the territorial consolidation of the Delhi Sultanate and analyse the struggle for the establishment of centralized monarchy;
CO – 2	Evaluate the internal reconstruction of the Delhi Sultanate and territorial expansion;
CO – 3	Analyse the impact of the fall of Delhi Sultanate and its repercussions on political history of India;
CO – 4	Understand the administrative and socio- Political conditions under the Bahmani and Vijayanagara kingdoms;
CO – 5	Evaluate the importance of religious cults and Bhakti movement.

CO – Course Objective

UNIT I: ESTABLISHMENT AND TERRITORIAL CONSOLIDATION OF THE DELHI SULTANATE: (1206 - 1328)

19 HRS

Qutbuddin Aibak and Iltutmish – Conquest of Bihar and Lakhnauti – *Iqta* System and its Role – Estimate of Iltutmish as a Ruler. Razia and Period of Instability (1236

46) – Age of Balban (1246-87): - Balban as Naib and Contest with *Chihalgani*, - Balban as a Ruler - Theory of Kingship and Organisation of the Government Assessment of Balban. The Mongol Threat to Delhi, 1292-1328- Administration, Socio & Economic condition

Extra Reading /Keywords: *Prithviraj , Gazini, mercantilism, guild system, diwan-i- kohi, wazir*

UNIT II: INTERNAL RESTRUCTURING OF THE DELHI SULTANATE AND ITS TERRITORIAL EXPANSION (1290- 1351) 19 HRS

Jalaluddin and Alauddin Khalji’s Approaches to the State – Changes in the Complexion of the Ruling Class – Indianization of the Higher Echelons of Political and Administrative Authority – South India – Conquest and Annexation. Problems of a Centralized All-India State: Ghiyasuddin and Muhammad bin Tughlaq (1350-1351) - a) Administrative and Political Measures – Exodus to Deogiri, Khurasan and Karachil Expeditions, b) Economic and Agrarian Reforms – Token Currency and Agrarian Experiments – Rebellion and Changes in the Ruling Class

Extra Reading /Keywords: *Diwan-I Kohi, Timur Invasion, south expeditions of Malik Kafur, copper currency system*

UNIT III: DISINTEGRATION OF THE DELHI SULTANATE 17 HRS

Military Expeditions of Firuz and the Impact of their Limited Success – Reorganization of the Nobility and the Administration – Firuz’s Concept of Development: Agricultural and Urban – Emergence of Regional Power Centres – Struggle for Dominance – Sayyids and Lodis

Extra Reading /Keywords: *Ariz-I-Mamalik, Conspiracy, Nadir shah invasion, Political instability*

UNIT IV: THE BAHMANI SULTANS AND VIJAYANAGARA KINGDOMS 17 HRS

Sources; Consolidation of the Empire: The Sangama dynasty - the engagements with the Sultans; Saluvas, Tuluvas and Krishnadevaraya; Political trajectories: Rise and fall of the Bahmani Sultanate, Emergence of the Splinter Sultanates of Ahmednagar, Bijapur, Berar, Golconda, and Bidar- Administration, Social and Economic Conditions

Extra Reading /Keywords: *Hampi, Golgumbaz, Talikotta battle*

UNIT V: Religious Life & Cultural life 18 HRS

Religious Life: Ideas and Beliefs – The Sufi Movement: The Chisti and the Suhrawadi Silsilahs – The Bhakti Movement in North India, - Cultural Life: Architecture – Literature – Fine Arts – Music.

Extra Reading /Keywords: *Kabir, Chaitanya, Guru Nanak, music, paintings*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
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CO-1	Find out the relation between the ancient and medieval India with a focus on Turkish Conquest, Battles of Terrain and Rajput Society;	PSO 3	U
CO-2	understand the establishment of Delhi Sultanate in General and in particular the different dynasties in it, their establishment, consolidation and disintegration;	PSO 3	R
CO-3	Evaluate the importance of Bahmani and Vijayanagara Kingdoms;	PSO 4	E
CO-4	analyze 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	understand the emergence of Bhakti Movement and its two streams namely the Vaishnavism and Shaivism;	PSO 3	U
CO-6	Elucidate the growth of Persian, Arabic and regional languages and literature in respective languages;	PSO-2	U
CO-7	Examine the principles that governed the whole administration under Delhi Sultanate.	PSO 4	An

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

PRESCRIBED 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.

SUGGESTED REFERENCES

1. Mahalingam, T.V (1940). Administration and Social Life under Vijayanagar. Madras: University of Madras.
2. Raychaudhuri, T and Habib, I. (ed).(1982). Cambridge Economic History of India. Cambridge university press.
3. Satish Chandra (1984). History of Medieval India, Mac Millan, New Delhi.
4. Sewell, Robert.(1985, a reprint of 1901) A Forgotten Empire- Vijaynagara: A Contribution to the history of India. New Delhi: Asia Educational Services.
5. Srivastava and Mujumdar, (1990). History of Medieval India, New Delhi.
6. Fukazawa, H. (1991). The Medieval Deccan: Peasants, Social Systems, and States, Sixteenth to Eighteenth Centuries. Delhi: Oxford University Press.
7. Karashima, Noboru (1992). Towards a New Formation: South Indian Society under Vijayanagar Rule. Delhi: Oxford University Press.
8. Habib, M.(1992). Comprehensive History of India: Delhi Sultanate, Vol. V.,

People's publishing house.

9. Nizami, A.K. 1997. Royalty in Medieval India. Munshiram Manoharlal Publication: Delhi.
10. Basham. A. L (Ed.), (2001). A Cultural History of India, OUP, New Delhi.
11. Robert Sewell, (2001). A Forgotten Empire, New Delhi.
12. Mehta. J.L. (2002). An Advanced Study in the History of Medieval India (3 Vols), Sterling Publication, New Delhi.
13. Vincent A. Smith, (2002). The Oxford History of India, OUP, New Delhi.
14. Stein, Burton.(2005). The New Cambridge History of India: Vijayanagara. Vol. 1.2. Cambridge: Cambridge University Press.
15. Tara Chand (2011). Influence of Islam on Indian culture. S.B.P, Nabu press.
16. Habib I (Ed), (2017). History of India Vol. I (Relevant portion) Satish, Tulika book

Note: Learners are advised to use latest edition of books.

(For candidates admitted from 2021 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI

PG AND RESEARCH DEPARTMENT OF HISTORY

M.A. HISTORY -FIRST YEAR - SEMESTER – I

Course Title	Major Core 3 – HISTORY OF TAMIL NADU FROM 850 TO 1800 C.E
Total Hours	90
Hours/Week	6
Code	P21HI1MCT03
Course Type	Theory
Credits	5
Marks	100

GENERAL OBJECTIVE

To make the learners understand the rule of dynamic dynasties such as the 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

To enable the learners:

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 that led to 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.

CO – Course Objective

UNIT I: IMPERIAL CHOLAS**18 HRS**

Imperial Cholas: Vijayalaya - Parantaka I – Rajaraja I – Rajendra I – Kulottunga I – Administration – Social and Economic conditions – Growth of Literature – Art & Architecture
Extra Reading /Keywords: *Decentralization, Lot system, Portfolio System, Local Self Government*

UNIT II: SECOND PANDYAN EMPIRE & INVASION OF MALIK KAFUR 18 HRS

Second Pandyan Empire – Social, Economic and Cultural Conditions –Invasion of Tamil Nadu by Malik Kafur – Madurai Sultanate.

Extra Reading /Keywords: : *Slave Dynasty, Madurai Sultanate, Revival of Pandyas*

UNIT III: THE NAYAKS**18 HRS**

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

Extra Reading /Keywords: *Nayakdom, Poligar System, Subsidiary Alliance, Decentralization*

UNIT IV: ADMINISTRATION OF NAYAKS & MARATHA RULE**18 HRS**

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

Extra Reading /Keywords: *Division of Power, Revival of Hinduism*

UNIT V: THE ARRIVAL OF EUROPEANS**18 HRS**

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 /Keywords: *Poligar Revolt, Carnatic Wars.*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recognise the socio economic and political condition of age of the Imperial Cholas;	PSO 4	U
CO-2	Recall the rule of Second Pandiyen 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	Demonstrate the ability to estimate the features of Naykara system and the rule of Three Nayaks;	PSO 7	E
CO-5	Compare the administrative features of Nayaks and Nawabs.	PSO 4	An
CO-6	Recognise the Anglo- French rivalry and the impact of Carnatic wars in the history of Tamil Country;	PSO 7	E
CO-7	Become aware of the resistance of poligars against the British;	PSO 4,3	E
CO-8	Face the competitive examinations such as NET/SET.	PSO 2	U

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

PRESCRIBED TEXT BOOKS

- 1.Nilakantasastry K.A. (1935). The Cholas, Madras University, Madras.
- 2.Mahalingam. T.V.(1955) South Indian Polity, Madras University, Madras.
- 3.Krishnasamy Pillai, A.(1964). Tamil Country under Vijayanagar, Annamalai University, Chidambaram.
- 4.Raman.K.V.,(1975).Pandya Varalaru , Abinav Publications, New Delhi.
- 5.Nilakantasastry KA, (1980). History of South India, Oxford University Press, Delhi.
- 6.Thinakaran, A.J (1987). The Second Pandyan Empire, A.D. 1190-1312.
- 7.Pillai. K.K, (2000). Social History of the Tamils, Oriental Books, Chennai.

SUGGESTED REFERENCES

- 1.Rajayyan, K. (2018, reprint). Tamil naatu varalaru. (in Tamil). Ethir Veliyedu.
- 2.Subramanian. N.,(2005). History of Tamil Nadu upto 1565, Eswar Publications, Udumalpet.
- 3.Manoranjithamoni, C. 2015. History of Tamil Nadu from 1529 to 1801 A.D. CreateSpace

Note: Learners are advised to use latest edition of books.

(For candidates admitted from 2021 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI

PG AND RESEARCH DEPARTMENT OF HISTORY

M.A. HISTORY-FIRST YEAR - SEMESTER – I

Course Title	MAJOR CORE 4 HISTORY OF WORLD I FROM PRE-HISTORIC TO 1453 CE
Total Hours	90
Hours/Week	5
Code	P21HI1MCT04
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVE

To make the learners understand the cultures across the globe and the rise of new religions in the world.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Analyse the beginning of human evolution in the world with special reference to Africa and study the prehistoric cultures of select area;
CO-2	Examine the significance of earlier civilizations at Egypt, Middle east and China;
CO-3	Analyse the Harappan civilization with emphasis on urbanism, craft production, society and economy and know about Greek and Roman civilizations;
CO-4	Evaluate the rise and development of Christianity as a religion;
CO-5	Analyse the causes for the birth of Islam and the preaching of Prophet.

CO – Course Objective

UNIT I: PREHISTORIC CULTURES**18 HRS**

Evolution of humans- Palaeolithic culture – Neolithic- Bronze age- Society and Economy, Rock Art sites- themes and meaning (Africa, and Europe)

Extra Reading /Keywords: *Out of Africa, DNA studies, Stone henges, Las caux*

UNIT II: EGYPTIAN, MESOPOTAMIAN AND CHINESE CIVILIZATIONS 18 HRS

Egyptian Civilization - Sumerian Civilization, Babylonian Civilization-Extent, chronology, Economy, society, Religion

Extra Reading /Keywords: *Hieroglyphs, Sphinx, Pyramid, code of Hammurabi, Chinese writing*

UNIT III: HARAPPAN, GREEK AND ROMAN CIVILIZATIONS**18 HRS**

Harappan Civilization- Greek Civilization -Minoan and Mycenaean- Legacy of Rome- Extent, chronology, Economy, society, Religion- town planning, Craft specialisation- Overseas trade- important sites,

Extra Reading /Keywords: *Dholavira , Harappan seals, Script, Meluha, Athenian democracy, Pax Romana,*

UNIT IV: RISE OF NEW RELIGIONS-CHRISTIANITY AND MONASTICISM**18 HRS**

Life and teachings of Jesus Christ - Spread of Christianity -Christianity as State religion - Causes for the spread of Christianity -A brief history of the Church upto 1417 - Monasticism - St. Anthony the Great - Western monasticism - Benedictine Order- Carthusian Order - Cistercian Order - Dominican Order - Franciscan Order - The Services of Monasticism to Europe.

Extra Reading /Keywords: *Paul, Persecution of Christians*

UNIT V: BIRTH AND SPREAD OF ISLAM**18 HRS**

Life and teachings of Prophet Mohammed - Spread of Islam - Orthodox caliphate - Ummayyad Caliphate - The Abbasid Caliphate (An outline) - Legacy of Islam - Trade - Literature - Science - Art and Architecture.

Extra Reading /Keywords: *Shiite, Sunni, Sufism, Qur'an*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level

CO-1	Analyze the beginning of human evolution in the world with special reference to Africa and study the prehistoric cultures of select area;	PSO 6	An
CO-2	Demonstrate the significance of earlier civilizations at Egypt, Middle east and China;	PSO 6	An
CO-3	Examine the Harappan civilization with emphasis on urbanism, craft production, society and economy and know about Greek and Roman civilizations;	PSO 2	E
CO-4	Become familiar with the rise and development of Christianity as a religion;	PSO 3	An
CO-5	Recall the causes for the birth of Islam and the preaching of Prophet.	PSO 3	An

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

PRESCRIBED TEXT BOOKS

1. Jones Arnold H.M. (1966) The Decline of the Ancient World. Routledge
2. Hawkes, J. (1973).The First Great Civilization: Life in Mesopotamia, the Indus and Egypt. USA
3. Redman, c. (1978) The Rise of Civilization. W.H. Freeman: San Francisco.
4. Swain, J.E (1994). A History of World Civilization, Eurasia Publishing House. Pvt. Ltd, New Delhi.

SUGGESTED REFERENCES

1. Braidwood, R.J. (1954) The Near East and the Foundation of Civilization. USA
2. Burns, Ralph et al (1969). Western Civilizations. New York
3. Edward d’Cruz, S.J (1970). A survey of world civilization, Lalvani Publishing House, Bombay
4. Austin M.M & Vidal-Naguet. P (1981). Economic and Social History of Ancient Greece. University of California.
5. Nehru Jawaharlal (1982). Glimpses of World History. Oxford University Press, New Delhi.
6. Brinton, Chirstopher, Wolf (1984). A History of Civilization , Vol I & II, Prentice -Hall , Inc, Engle Winks. Wood, New Jersey.
7. Gokhale. B.K (1984). Introduction to Western Civilization. S.Chand & Company.

8. Chang, K.C. (1987) The Archaeology of Ancient China. Yale University Press.
9. Kemp, B. J. (1989). Ancient Egypt: Anatomy of a Civilization. Routledge: London & New York.
10. Rao, B.V. (2004). World History. Sterling Publishers Pvt. Ltd, New Delhi .

Note: Learners are advised to use latest edition of books.

(For candidates admitted from 2021 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI

PG AND RESEARCH DEPARTMENT OF HISTORY

M.A. HISTORY -FIRST YEAR SEMESTER – I

Course Title	MAJOR CORE 5 - ARCHAEOLOGICAL STUDIES
Total Hours	75
Hours/Week	5
Code	P21HI1MCT05
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVE

To make the learners understand the discipline of archaeology, history of world archaeology and Indian archaeology, and the various methods used in archaeology.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Explain the importance of archaeology, its aims and goals and the need to study archaeology in the reconstruction of historical facts and its relevance in the modern world;
CO-2	Understand the origin and development of Archaeology as a discipline;
CO-3	Examine the various methods and techniques that are used in Site Survey and Excavation;
CO-4	Analyze the relative dating methods and absolute dating methods that are used to find the age of the artefacts;
CO-5	Explain the prehistoric and proto historic cultures and their significance in human evolution.

CO – Course Objective

UNIT 1: INTRODUCTION TO ARCHAEOLOGY**15 HRS**

Archaeology as the study of the past- Definition, Aims, scope and methods - Archaeology and other disciplines (Social and Natural)- History, Anthropology, Geology- Marine archaeology- Relevance of Archaeology- Public Archaeology

Extra Reading / Keywords: *Multidisciplinary approach, CRM*

UNIT II: DEVELOPMENT OF ARCHAEOLOGY**15 HRS**

Classical Archaeology – Antiquarianism –Three Age system –Scientific Archaeology – Processual and Post Processual archaeology- Foundations of Indian Archaeology – Asiatic Society – Archaeological Survey of India- Other Institutes

Extra Reading / Keywords: *William Jones, Thompson, Lewis Binford, Ian Hodder*

UNIT III: EXPLORATION AND EXCAVATION METHODS**15 HRS**

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

Extra Reading / Keywords: *Harris Matrix, GIS, GPS*

UNIT IV: SCIENTIFIC METHODS IN ARCHAEOLOGY**15 HRS**

Study of stone tools, study of pottery, Study of rocks, Dating methods- Relative dating- Stratigraphy, Seriation, Absolute Dating- Radio Carbon dating, AMS, TL, Dendrochronology, Fission track dating, Potassium-argon method, Archaeomagnetic dating

Extra Reading / Keywords: *calibration*

UNIT V: STUDY OF CULTURES IN INDIA**15 HRS**

Definition of culture- Human origins- Palaeolithic Culture- Mesolithic culture- Neolithic- chalcolithic cultures- Iron Age cultures

Extra Reading / Keywords: *Homo species, food gathering to food production*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recognise the importance of archaeology, its aims and goals and the need to study archaeology in the reconstruction of historical facts and its relevance in the modern world;	PSO 5	E

CO-2	Become familiar with the origin and development of Archaeology as a discipline;	PSO 5	U
CO-3	Recall the various methods and techniques that are used in Site Survey and Excavation;	PSO 5	An
CO-4	Become familiar with the relative dating methods and absolute dating methods that are used to find the age of the artefacts;	PSO 5	An
CO-5	Recognise the prehistoric and proto historic cultures and their significance in human evolution.	PSO 1	E

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

PRESCRIBED TEXT BOOKS

1. Rajan, K., (2002) Archaeology: Principles and Methods, Manoo Pathippakam, Thanjavur.
2. Rajan. K., (2016), Understanding Archaeology, Manoo Pathippakam, Thanjavur.
3. Raman, K.V. (1986).Principles and Methods in Archaeology, Chennai.

SUGGESTED REFERENCES

1. Childe, V.Gordon, (1960), A Short Introduction to Archaeology, Collier, New York.
2. Kenyon, K.M., (1961), Beginning in Archaeology, Revised edition, Phoenix House, London.
3. Piggot, S., (1965), Approach to Archaeology, Harvard University Press, Cambridge, Mass.
4. Daniel, Glyn E., (1967), The Origins and Growth of Archaeology, Pelican Books, London.
5. Binford, L.R., (1968), New Perspectives in Archaeology, Aldine, Chicago
6. Barker, Philip, (1977), Techniques of Archaeological Excavation, B.T.Batsford Ltd., London.
7. Sharer, Robert J., and Wendy Ashmore,(1979), Fundamentals of Archaeology, The Benjamin/Cummings Publishing Company, Inc., California.
8. Chakrabarti, Dilip.K., (1988) A History of Indian Archaeology : From the Beginning to 1947, Munishiram Manoharlal, New Delhi.
9. Trigger, G. Bruce, (1989), A History of Archaeological Thought, Cambridge University Press, Cambridge.
10. Paddayya, K. 1990. New Archaeology and Aftermath: View from Outside the Anglo-American World. Pune: Ravish Publishers
11. Hodder, I., (1991), Archaeological Theory in Europe: The Last Thirty years, Blackwell Publishers, Oxford.

12. Hodder, Ian. (1992). Theory and Practice in Archaeology. London: Routledge.
13. Rajan, K., (1994) Archaeology of Tamil Nadu (Kongu Country), Book India Publishing Company, Delhi.
14. Hodder, I. (1995). Interpreting Archaeology: Finding Meaning in the Past. New York: Routledge.
15. S.Settar and R. Korisettar. (2003). Indian Archaeology in Retrospect. Manohar Publishers and Distributors: Delhi
16. Renfrew, Colin and Paul Bahn (2006). Archaeological: Theories and Methods and Practice. Thames and Hudson. London

Note: Learners are advised to use latest edition of books.

(For candidates admitted from 2021 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI

PG AND RESEARCH DEPARTMENT OF HISTORY

M.A. HISTORY -FIRST YEAR - SEMESTER – II

Course Title	MAJOR CORE 6- HISTORY OF MUGHAL INDIA FROM 1526 TO 1707 CE
Total Hours	90
Hours/Week	6
Code	P21HI2MCT06
Course Type	THEORY
Credits	5
Marks	100

GENERAL OBJECTIVE

To make the learners understand the political, social, and religious institutions and processes in the Mughal Empire and their role in shaping state and society.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO – 1	Understand the various vast available sources of Mughal history both local and foreign accounts;
CO – 2	Analyze the reasons for consolidation and its significance;
CO – 3	Evaluate the relationship between Mughals and Rajput and the pluralistic religion and culturist tradition under Akbar;
CO – 4	Understand the land revenue measures, agrarian policies, peasantry life of Mughal dynasty along with the social and cultural conditions and the growth of art and architecture and literature of Mughals;
CO – 5	Evaluate the policies of Aurangzeb towards various regional power and the decline of mighty Mughals.

CO – Course Objective

UNIT I: SOURCES FOR MUGHAL INDIA

19 HRS

Indian sources – Babur’s Baburnama, Abbas Khan Sarwani’s Tarikh-i-Shershahi, Abul Fazal’s

Akbarnama, Badauni's Muntakhab-ut- Tawarikh, Abdul Hamid Lahori's Padshah Nama – Foreign travel accounts

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

UNIT II: THE FOUNDATION AND CONSOLIDATION OF EMPIRE 19 HRS

Central Asian experience of Babur - A brief overview of India on the eve of Babur's invasion. Conquest and stability – struggle for empire in North India; significance of Babur and Humayun's rule. Significance of the Afghan despotism and rise of Sher Shah Sur to power and his contribution. Expansion and Consolidation of the Empire – Political phase of Akbar; making of a new imperial system and administration; the Mughal nobility, Mansab and Jagir. Formation and evolution of the Mughal ruling class – Nurjahan – Her Junta – The Mughals and the North-Western frontier.

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

UNIT III: IDEOLOGY AND STATE IN MUGHAL INDIA 17 HRS

The Turko-Mongol tradition – The Akbari imperial agenda and Suhl-i-kul – Akbar's attitude towards religion and the State; Aurangzeb's relation with religious groups and institutions. Evolution of Imperial policy towards religion and state in the 17th century – Central and provincial administration. Ideology of alliances – The Mughals and the Rajputs.

Extra Reading/Keywords: *shia and sunni, Din-I-Ilahi, Mussalman, Religious fanaticism*

UNIT IV: SOCIETY, CULTURE & ECONOMY IN MUGHAL INDIA –

STRUCTURE AND GROWTH 18 HRS

Rural society and Agrarian relations – Land ownership and nature of land rights – Zamindars and Peasantry, Urban society – towns and town life – merchant communities, artisans and bankers – relations with the Europeans. Literature, painting, art and architecture. Economy in Mughal India: Patterns, Prospects and Structure: The system of agricultural production –Zabti system –crisis in the Jagirdari system – its political and economic implications – Urban economy, craft's industries. Trade, commerce and monetary system –Technology – an overview of mechanical devices in textiles, irrigation, military and building technology.

Extra Reading/Keywords: *Divine Status, Umara, marginalisation,*

UNIT V: CRISIS OF THE MUGHAL EMPIRE 17 HRS

Aurangzeb - the Imperial elite and the Deccan wars. Rise of Marathas under Shivaji; Popular revolts within the Mughal empire – the Jats, Satnamis, Afghans and the Sikhs – interpretations on the decline of the Mughal empire

Extra Reading/Keywords: *Aurangzeb's exploitation, long war in Deccan, agricultural crisis.*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recall the conquests of Mughal rule in Indian History;	PSO 2	R
CO-2	Evaluate the administrative policies and annexation strategy under Mughal rule;	PSO 4	E
CO-3	Distinguish the strata of society and the policies regarding trade and commerce under the Mughals;	PSO 3	U
CO-4	Describe the cultural and religious developments through the Art and Architecture of the Mughals;	PSO 4	R
CO-5	Discuss the various religious beliefs, policies and developments in music and dances in India under Mughals;	PSO 4	U
CO-6	Analyse the art, paintings and literature development under Mughals;	PSO 2	An
CO-7	Evaluate the religious policies of Akbar and Aurangzeb.	PSO 4	E

PSO – Programme Specific Outcome; CO – Course Outcome; R – Remember;

U –Understand; Ap – Apply; An – Analyse; E – Evaluate; C – Create

PRESCRIBED 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

SUGGESTED REFERENCES

1. Satish Chandra, (1984). Jagirdari Crisis, Mac Millan, New Delhi,.
2. Basham. A. L. (Ed.), (2001). A Cultural History of India, OUP, New Delhi
3. Mehta J. L., (2002) An Advanced Study in the History of Medieval India (3 Vols), Sterling Publication, New Delhi
4. Vincent A. Smith. (2002). The Oxford History of India, New Delhi, OUP, New Delhi
5. Hasan, Nurul. S. (2005). Religion State and Society in Medieval, OUP , New Delhi.
6. Chandra, Satish, (2005). Essays on Medieval Indian History, OUP , New Delhi.

7. Metha, J. L, (2013) Advanced Study in the History of Medieval India, Vol. 2, Mughal Empire, 1526- 1707, Sterling publication, New Delhi.

Note: Learners are advised to use latest edition of books.

(For candidates admitted from 2021 onwards)
HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI
PG AND RESEARCH DEPARTMENT OF HISTORY
M.A. HISTORY -FIRST YEAR - SEMESTER – II

Course Title	MAJOR CORE-7 HISTORY OF WORLD - II FROM 1453 TO 1815 C.E
Total Hours	90
Hours/Week	6
Code	P21HI2MCT07
Course Type	Theory
Credits	5
Marks	100

GENERAL OBJECTIVE

To make the learners understand the dawn of Modern Europe, Era of enlightenment and birth of Commercial world.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Understand the conceptual framework of modern Europe and the impact of renaissance and reformation;
CO-2	Understand the era of Enlightenment and the emergence of Nation States;
CO-3	Analyze the features of Mercantilism and Evaluate the policy of isolation in China and the theocracy in India;
CO-4	Understand the Anglo-French rivalry;
CO-5	Analyse the causes and results of French Revolution, role of Napoleon and the importance of Vienna Congress.

CO – Course Objective

UNIT I: DAWN OF MODERN EUROPE**18 HRS**

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 /Keywords: *Monastic Orders, New sea routes*

UNIT II: ERA OF ENLIGHTENMENT**18 HRS**

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

Extra Reading /Keywords: *Other Nation States , Greece*

UNIT III: BIRTH OF COMMERCIAL WORLD**18 HRS**

Commercial Revolution in Western Europe - Mercantilism - Theocracy in India - Policy of Isolation in China

Extra Reading /Keywords: *Ideologies, Concepts*

UNIT IV: ANGLO FRENCH RIVALRY**18 HRS**

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

Extra Reading /Keywords: *Constitutions of the other Countries*

UNIT V: DIMENSIONS OF FRANCE**18 HRS**

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

Extra Reading /Keywords: *Finance system , Civil Wars*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the medieval society in Europe;	PSO 7	U
CO-2	Critically analyze the causes for geographical discoveries and the contribution of renaissance and reformation in world society;	PSO 7	An
CO-3	Categorize the causes and results of Industrial revolution and the characteristics of capitalism;	PSO 3	U
CO-4	Explain the age of Enlightenment and the emergence of Nation States;	PSO 7	U
CO-5	Critically analyze the features of Mercantilism and its impact on the then world society;	PSO 4	An
CO-6	Discuss the Growth of Parliamentary Institutions in England and the Anglo- French rivalry;	PSO 4	U, R
CO-7	Critically examine the causes and results of French Revolution, role of Napoleon and the importance of Vienna Congress.	PSO 4	An

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

PRESCRIBED TEXT BOOKS

1. Fisher, H.A.L. (1976) History of Europe, Fantane Classics.
2. Khurana.K.L., (1997) World History (AD 1453-1966), Agra
3. Rao B.R (2013). History of the Modern World. Sterling Publishers. Delhi.

SUGGESTED REFERENCES

1. Weech , W.N. (1944). History of the World Odhams, Long Acre, London
2. Derbek Wood, (1970) The Modern World, Heinemann Educational Books Ltd., London
3. Swain, J. E, (1997) A History of World Civilisation, Eurasia Publishing House (Pvt.) Ltd, New Delhi.
4. Arun Bhattacharya, (2001)History of Europe(1453-1789), New Delhi.
5. Cocking. D.C.(2004),History of Europe, Mangaldeep Publications, Jaipur.

6. Manoj Sharma, (2005) History of World Civilization, Anmol Publications P. Ltd., New Delhi.
7. Phukan, Meenakshi. (2012). Rise of the Modern West. Trinity Press Pvt Ltd.

Note: Learners are advised to use latest edition of books.

(For Candidates admitted from 2021 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI

PG & RESEARCH DEPARTMENT OF HISTORY

M.A. HISTORY- SECOND YEAR - SEMESTER – II

Course Title	MAJOR CORE: 8- HISTORY OF INDIA 1707 TO 1857 CE.
Total Hours	90
Hours/Week	6
Code	P21HI2MCT08
Course Type	Theory
Credits	5
Marks	100

GENERAL OBJECTIVE

To make the learners understand the foreign policy and administration of British Viceroys and to appreciate the role of freedom fighters in freedom struggle in India.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Understand the disintegration of the Mughal Empire & European Settlement;
CO-2	Analyse the establishment of British rule in India;
CO-3	Evaluate the consolidation of English Rule in India and its impact;
CO-4	Understand the relations of leading Indian States with English powers;
CO-5	Analyse the importance of Revolt of 1857.

CO – Course Objective

UNIT I: DISINTEGRATION OF THE MUGHAL EMPIRE & EUROPEAN SETTLEMENT

18 HRS

Political Condition of India in the 18th Century-Divide of Mughal emperor and its impact- Advent of the Europeans in India- and their impact on Indian Society—Establishment of British Rule in Bengal-Rise of Maratha power, III battle of Panipat, Causes of Anglo-French conflict

Extra Reading /Keywords: *Merchant Adventurers, Battle of Bedara*

UNIT II: THE BRITISH CONQUEST AND EXPANSION**18 HRS**

Establishment of British rule in India – Causes of Anglo-French-rivalry.

Conflict in Bengal – Battles of Plassey and Buxar and its impact- Clive as Governor of Bengal – The Dual Government-Warren Hastings rule strengthening the English power –Regulating act of 1773, Administrative and Judicial Reforms.

Extra Reading /Keywords: *Subsidiary Treaty, Arthur Wellesley***UNIT III: CONSOLIDATION OF ENGLISH RULE IN INDIA****18 HRS**

Lord Cornwallis and his reforms-The Permanent Settlement -Judicial And Commercial reforms- Lord Wellesley- The Subsidiary Alliance, Emergence of British Paramountcy- Lord William Bentinck – Social, Administrative and Judicial Reform, Economic Policy, Foreign Policy- Lord Dalhousie – Policy towards Indian States, The Doctrine of Lapse, Administrative Law Military reforms, Social Policy.

Extra Reading /Keywords: *Treaty of Amritsar, Treaty of Salbai***UNIT IV: RELATIONS OF LEADING INDIAN STATES WITH ENGLISH POWERS****18 HRS**

Anglo- Mysore relations – Anglo Mysore wars, Haidar Ali and Tipu Sultan.

Anglo- Sikh Relations – Anglo-Sikh wars, Raja Ranjit Singh-Anglo- Maratha Relations- Anglo-Maratha wars.

Extra Reading /Keywords: *Sir John Macpherson, Sir George Barlow***UNIT V: REVOLT OF 1857****18 HRS**

Lord Canning-Domestic & Foreign Policy-Revolt of 1857- Causes, Courses & Consequences

Extra Reading /Keywords: *S. P. Sinha, Raja Kishori Lai Goswami***Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.****COURSE OUTCOMES**

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the disintegration of the Mughal Empire and European Settlement;	PSO 1	U
CO-2	Examine the causes of Anglo-French-rivalry, Conflict in Bengal;	PSO 2	A
CO-3	Evaluate the consolidation of English Rule in India;	PSO 5	E

CO-4	Discuss the relations of prominent Indian States with English powers;	PSO 2	U
CO-5	Discuss the Causes, Courses and Results of Revolt of 1857.	PSO 1	An

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

PRESCRIBED TEXT BOOKS

1. Grover, B.L & Alka Mehta, (1980). A New Look on Modern Indian History: From 1707 to the modern times, S. Chand Publishing, Delhi.
2. Majurndar, R.C. (1953. An Advanced History of India, revised, Mac Millan &Co Ltd, New Delhi.

SUGGESTED REFERENCES

1. Nanda, B.R.and Joshi, V.C. (1918). Studies in Modern Indian History, Oxford University Press, Delhi.
2. Roberts, P.E.(1978.) History of British India. OUP India;3rd Edition, Delhi.
3. Sarkar, S.(1983) Modern India 1885-1947, Mac Millan &Co Ltd, New Delhi.
4. Spear, Percival,(1997) The Oxford History of Modern India 1740-1975, Oxford University Press, Delhi.
5. Chopra P.N., Ravindran T.K. and Subramanian N., (2010). History of South India, S. Chand Company, New Delhi.
6. Desai, A.R.(2011). Social Background of India Nationalism, Popular Prakasam Ltd, New Delhi.
7. Bandyopadhyay , S. 2014. From Plassey To Partition And After. Orient Blackswan Private Limited: New Delhi.
8. Bipan Chandra,(2016). India’s Struggle for Independence, Penguin Publication, Delhi
9. Tarachand. (2017, a reprint). History of Freedom Movement in India (four volumes). Publication department.

Note: Learners are advised to use latest edition of books.

(For candidates admitted from 2021 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI

PG AND RESEARCH DEPARTMENT OF HISTORY

M.A. HISTORY- SECOND YEAR - SEMESTER – II

Course Title	MAJOR CORE-9 CONSTITUTIONAL HISTORY OF INDIA
Total Hours	75
Hours/Week	5
Code	P21HI2MCT09
Course Type	Theory
Credits	4
Marks	100

GENERAL OBJECTIVE

To make the learners understand the historical background of constitution, features and the political scenario behind the origin of the constitution.

COURSE OBJECTIVES

To enable the learners:

CO No.	Course Objectives
CO-1	Remember the constitutional development under the Regulating Act and Charter Acts and analyze the evolution of Representative Governance under the Government of India Acts and Indian Council Act, 1861
CO-2	Understand the Local Self Government of Ripon and Various Commissions during Curzon's Police Commission, Education Commission and Decentralization Commission of 1808.
CO-3	Evaluate the representative governance in British India
CO-4	Analyse the events that led to the freedom of India
CO-5	Evaluate the Formation of the Constituent Assembly-its Debates and Deliberations, Promulgation of the Constitution

CO – Course Objective

UNIT I: CONSTITUTIONAL DEVELOPMENT DURING COMPANY' RULE 15 HRS

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 /Keywords : *factors ,merits & demerits, monopoly of East*

UNIT II: EVOLUTION OF REPRESENTATIVE GOVERNANCE

15 HRS

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 -Police Commission-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/Keywords : *Educational developments, role of Muslim league, contribution of Lord Ripon*

UNIT III: MAKING RESPONSIVE GOVERNANCE

15 HRS

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/Keywords: *Indian representation, diarchy, A.O.Hume, Bankim Chandra Chatterjee*

UNIT IV: TOWARDS FREEDOM

15 HRS

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/Keywords: *Cripps proposal & Gandhiji’s role, partition of India, Boundary commission*

UNIT V: FORMATION OF THE CONSTITUENT ASSEMBLY

15 HRS

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

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

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recall the constitutional development under the Regulating Act and Charter Acts;	PSO 2	R
CO-2	Analyze the evolution of Representative Governance under the Government of India Acts and Indian Council Act, 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 1888;	PSO4	U
CO-4	Describe the Formation of Indian National Congress, Indian Council Act, 1892, and The Indian Council Act, 1909;	PSO 1	U
CO-5	Evaluate the methods of the making of responsive governance under The Government of India Act, 1919, The Round Table Conference, and The Government of India Act, 1935 and main Provisions;	PSO 1	E
CO-6	Describe the march towards freedom- August Offer of 1940, Cripps Mission of 1942. Wavell's Plan of 1945 and 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, 1947;	PSO4	An
CO-8	Evaluate the Formation of the Constituent Assembly-Its Debates and Deliberations, Promulgation of the Constitution.	PSO4	E

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

PRESCRIBED TEXT BOOKS

1. Pylee M.V. (1967), Constitutional Government in India, Asia Publishing, Bombay
2. Kapoor A.C. (1985). Constitutional History of India, S, Chand & Co, New Delhi.

SUGGESTED REFERENCES

1. Banerjee, A.C. (1948). Constitutional History of India, Vol. I, Mukherjee & Co, Calcutta.
2. Keith A.B, (1961).Constitutional History of India, Central Book Depot, Allahabad.
3. Chatterjee, S. (1973).The Governor in the Indian Constitution, Mittal Publication, Calcutta.
4. Illbert Courtenan, (1977). The Government of India, The Clarendon Press, Oxford.
5. Dharam Chand Gupta, (1983). Indian National Movement and Constitutional Development Vikas Publishing House Pvt. Ltd., Noida.
6. Gupta, M.L. (1989). Constitutional Developments in India, Atlantic Publishers, New Delhi.
7. Austin, Granville. 1999. The Indian Constitution: Cornerstone of A Nation. OUP.
8. Agarwal and Mahesh Bhatnagar R.C., (2006). Constitutional Development and National Movement of India, S. Chand & Company Ltd., New Delhi.
9. Singh, S. (2011). Constitutional Development in British India, Pragun Publications, New Delhi.

Note: Learners are advised to use latest edition of books.

(For candidates admitted from 2021 onwards)

HOLY CROSS COLLEGE (AUTONOMOUS), TIRUCHIRAPPALLI

PG AND RESEARCH DEPARTMENT OF HISTORY

(FOR CANDIDATES ADMITTED FROM 2021 ONWARDS)

FIRST YEAR - SEMESTER – II

Course Title	NME -1 GENDER RIGHTS
Total Hours	75
Hours/Week	5
Code	P21HI2NMT01
Course Type	Theory
Credits	3
Marks	100

GENERAL OBJECTIVE

To make the learners understand 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

To enable the learners:

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	Remember the Indian criminal laws and rights relating to women and the relevant 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 – Course Objective

UNIT I: DEFINITION OF GENDER

15 HRS

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/ Keywords: *Stereotyping, orientation, social and cultural differences*

UNIT II: THE CONSTITUTION OF INDIA 15 HRS

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

Extra Reading/ Keywords: *Litigation, Writs, Justiciable and non-justiciable rights*

UNIT: III LEGAL RIGHTS OF WOMEN 15 HRS

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

Extra Reading/ Keywords: *Reservation, Personal Law, Uniform Civil Code*

UNIT IV: WOMEN AND HUMAN RIGHTS 15 HRS

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/ Keywords: *Gender Equality, Indian Penal Code, Criminal Procedure Code*

UNIT V: ENFORCEMENT MECHANISMS 15 HRS

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

Extra Reading/ Keywords: *Alternate Redressal Mechanism, Prosecution, Discriminatory Laws, Incidence Reports*

Note: Texts given in the Extra Reading/Keywords must be tested only through assignment and seminar.

COURSE OUTCOMES

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the structure and roles allocated to men and women, the stereotypical internalization and availability of women rights at global and national levels;	PSO-4	U
CO-2	Examine the fundamental rights and duties and remedial rights for women;	PSO-2	A
CO-3	Critically evaluate 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 Outcome; CO – Course Outcome; R – Remember;
U –Understand; Ap – Apply; An – Analyse; E – Evaluate; C – Create

PRESCRIBED TEXT BOOK

Bhandare, M.C. (2010), The World of Gender Justice ,Har-Anand Publication Pvt. Ltd

SUGGESTED REFERENCES

1. Diwan paras, Diwan, (1994). Women and Legal protection, New Delhi, 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. Rose, M (1998). Development, Ethnicity and Human Rights in South Asia, London, Sage publications,
5. Jackson S and Scott S. (2015). Gender: A Sociological Reader, Routledge Chapman & Hall Publications.

Note: Learners are advised to use latest edition of books.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2017 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:Chaugan ,Ulema/ Chisti sect, Bhakti-cult

UNIT-V

British Rule in India

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

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

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

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the sources ancient Indian History	PSO 2	U
CO-2	Discuss and Mauryan and its empire	PSO1	U
CO-3	Analyze the sources of Medieval India	PSO2	An

CO-4	Criticize the Muslim rule in India and its impact	PSO1	An
CO-5	Discuss the British Rule in India	PSO2	U
CO-6	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

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

An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE

1. Smith Vincent, (1920) A., **History of India**, Oxford Publication , Oxford.
2. Sharma , (1921) **Ancient India**, Luzzac & co., Madras.
3. Panikkar,K.M., (1947) **A Survey of Indian History**, National Information Trust Pvt. Ltd,Mumbai.
4. Nilakanta Sastri, (1950) K.A, **An ComprehensiveHistory of India**, Art Press, Madras.
5. Basham, A.L, (1967) **The Wonder that was India**, Rup & Co, New Delhi.
- 6.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.
9. Upinder Singh (2018)*A History of Ancient and Early Medieval India*, Pearson India Education Services Pvt Ltd, New Delhi.

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2017 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 BrahmaSamaj, Arya Samaj, PrarthanaSamaj and Aligarh Movement
CO-6	Evaluate the laws related to women with reference to Personal laws, Labour Laws-need for Uniform Civil Code and awareness for Women's education
CO-7	Evaluates the various issues related with women and seeking redressal through law and implementing mechanisms.
CO-8	Analyze the development strategies for women at global levels and the various policy initiatives taken at international levels for the incorporation of women rights

Unit I: Introduction to Gender History 18Hrs

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Course Outcomes:

The learner will be able to

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

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

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

Books for Reference

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

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

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

Course Objectives

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

Course Objectives

The learner will be able to

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

Unit I 17Hrs

Constitutional Development During Company' Rule

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

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

Unit II

19Hrs

Evolution of Representative Governance

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

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

Unit III

17Hrs

Making Responsive Governance

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

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

Unit IV

19Hrs

Towards Freedom

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

Extra Reading/Key Words :*Cripps proposal & Gandhiji's role, partitition 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, 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(Seminar/Assignments)

Course Outcomes:

The learner will be able to

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

CO-5	Evaluate methods of the making of responsive governance under The Government of India Act of 1919, The Round Table Conference, and The Government of India Act of 1935 and main Provisions,	PSO 1	E
CO-6	Describe the Towards Freedom: August Offer of 1940, Cripps Mission of 1942. Wavell's Plan of 1945, cabinet Mission Plan of 1946,	PSO 2	U
CO-7	Analyze the Attlee's Declaration of 1947, Mountbatten's Plan, Mechanisms on the Partition and Debates on Federation States. The Indian Independence Act of 1947	PSO4	An
CO-8	Evaluate the Formation of the Constituent Assembly-Its Debates and Deliberations, Promulgation of the Constitution	PSO4	E
CO-9	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

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

BOOKS FOR REFERENCES:

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

Holy Cross College (Autonomous), Tiruchirappalli
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First 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, Carticion and Anti-Carticion Historiography, Enlightened Historiography, Medieval Indo-Muslim Historiography: Alberuni, Amir Khushru, Ziyauddin Barani, Ibn Battuta, Abdur Razzak.
CO-3	Understand British Imperialist Histriography of India, James Mill-Mount Stuart, Elrphinston, Vincent Smith, W.W. Hunter, Talboy Wheeler, Henry Maine
CO-4	Analyse the Modern Historioians, 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.CDutt, Roy Choudhry, J.N. Sarkar, R.C Majumdar, Surendranath Sen, K.M.Panikar, Subalern Studies (India), Oral Traditions .

Unit-I

Conceptual Frame work

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

18Hrs

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

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

Unit-III IMPERIALIST HISTORIANS

18Hrs

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

ExtraReading/KeyWords:*A. G. Hopkins, Linda Colley, Andrew Potter, 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 HISTORICAL RESEARCH METHODOLOGY 18Hrs

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

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

Course Outcomes:

The learner will be able to

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the definition of Research, Historical Research, Classification of Research, Purpose of undertaking research, Kinds of Research, Stages in Research, Use of Research Methodology-Essential requisites of a research Scholar.	PSO-5	U

CO-2	Examine the renaissance Historiography, Reformation Historiography, Carticion and Anti-Carticion Historiography, Enlightened Historiography, Medieval Indo-Muslim Historiography, Alberuni, Amir Khushru,Ziyauddin 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

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

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

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

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

General Objectives:

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

Course Objectives:

The learner will be able to

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

Unit I

18 Hrs

Introduction to Archaeology

Introduction to Archaeology – Objectives – Archaeology and other disciplines –Types of Archaeology – Prehistoric Archaeology- Historical Archaeology – Environmental Archaeology – Archaeologies and Industries Ethnoarchaeology – 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 learner will be able to

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

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

An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE:

- Childe, V.Gordon, (1960), *A Short Introduction to Archaeology*, Collier, New York.
- Kenyon, K.M., (1961), *Beginning in Archaeology*, Revised edition, Phoenix House, London.
- Piggot, S., (1965), *Approach to Archaeology*, Harvard University Press, Cambridge, Mass.
- Daniel, Glyn E., (1967), *The Origins and Growth of Archaeology*, Pelican Books, London.
- Binford, L.R., (1968), *New Perspectives in Archaeology*, Aldine, Chicago
- Barker, Philip, (1977), *Techniques of Archaeological Excavation*, B.T.Batsford Ltd., London.

10. Sharer, Robert J., and Wendy Ashmore,(1979), *Fundamentals of Archaeology*, The Benjamin/Cummings Publishing Company, Inc., California.
11. Chakrabarti, Dilip.K., (1988)*A History of Indian Archaeology : From the Beginning to 1947*, Munishiram Manoharlal, New Delhi.
12. Trigger, G. Bruce, (1989), *A History of Archaeological Thought*, Cambridge University Press, Cambridge.
13. Petrie, W.M.F., (1904), *Methods and Aims in Archaeology*, Macmillan, London.
14. Hodder, I., (1991), *Archaeological Theory in Europe: The Last Thirty years*, Blackwell Publishers, Oxford.
15. Rajan, K., (1994)*Archaeology of Tamil Nadu (Kongu Country)*, Book India Publishing Company, Delhi.
16. Rajan, K., (1997)*Archaeological Gazetteer of Tamil Nadu*, Manoo Pathippakam, Thanjavur.
17. Rajan, K., (2002)*Archaeology:Principles and Methods*, Manoo Pathippakam, Thanjavur.
18. Rajan. K., (2016),*Understanding Archaeology*, Manoo Pathippakam, Thanjavur.

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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: Behaviouristic and Cognitive Approaches - Theory of Social Learning: Albert Bandura - Bloom's Taxonomy of Learning Outcomes - Rogers Situated Learning

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

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 - Analyze the Life Skills Approach in education curriculum

Extra Reading/Key Words: Assignment, Mini Projects

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

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

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

Books for Reference

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

Web Sites:

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

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Second Year - Semester – IV

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

General Objective:

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

Course Objectives:

The learner will be able to

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

Unit – I

21Hrs

Makers of Modern India

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

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

Unit – II

21Hrs

Integration

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

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

Unit – III

21Hrs

India and its Prime Ministers

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

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

Unit – IV

21Hrs

Major Issues

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

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

Unit – V

21Hrs

Economic Development

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

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

Course Outcomes:

The learner will be able to

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

CO-6	Criticize the need for Revolutions in the economic sector and the factors responsible in accordance to the economic developmental plans.	PSO 3	E
CO-7	Explain the policies for the economic development and contribution of various sectors to the nation building process.	PSO 1	U
CO-8	Estimate the role of Transport and Communication for the economic development in India.	PSO 1	E
CO-9	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

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

Books for Reference

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

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Second Year - Semester – IV

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

General Objectives:

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

Course Objectives:

The learner will be able to

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

Unit I

Imperial Cholas

18Hrs

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

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

Unit II**18Hrs****Second Pandyan Empire & Invasion of Muslims**

Second Pandyan Empire – Social, Economic and Cultural Conditions – Muslim Invasion of Tamil Nadu – Malik Kafur – Madurai Sultanate.

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

Unit III**18Hrs****Nayak System**

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

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

Unit IV**18Hrs****Administration of Nayaks & Maratha Rule**

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

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

Unit V**18Hrs****The Arrival of Europeans**

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

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

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

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Describe the socio economic and political condition of age of the Imperial Cholas.	PSO 4	U
CO-2	Describe the rule of Second Pandiyana Empire and its impact in the Tamil society.	PSO 7	U
CO-3	Examine the impact of Malik Kafur invasion and the Muslim rule.	PSO 4	An
CO-4	Estimate the features of Nayakara system and the rule of Three Nayaks.	PSO 7	E
CO-5	Compare the administrative feature of Nayaks and Nawabs.	PSO 4	An
CO-6	Estimate the Anglo- French rivalry and the impact of Carnatic wars in the history of Tamil Country.	PSO 7	E

CO-7	Evaluate the resistance of poligars against the British.	PSO 4,3	E
CO-8	To make the students to face the competitive examinations LIKE NET/SET	PSO-2	U

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

An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCE :

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

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
(For candidates admitted from 2017 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 Objectives:

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

Course Objectives:

The learner will be able to

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

UNIT -I:

18Hrs

Discovery of America

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

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

UNIT -II:**18Hrs****The War of 1812**

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

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

UNIT-III:**16Hrs****Civil War**

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

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

UNIT-IV:**20Hrs**

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

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

UNIT-V:**18Hrs**

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

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

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

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

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

An – Analyse; E- Evaluate; C – Create

BOOKS FOR REFERENCES

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

Holy Cross College (Autonomous), Tiruchirappalli
PG and Research Department of History
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Second Year - Semester – IV

Course Title	MAJOR ELECTIVE -3 HISTORY OF EAST ASIA
Total Hours	90
Hours/Week	6 Hrs Wk
Code	P21HI4MET03
Course Type	Theory
Credits	4
Marks	100

General Objectives

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

Course Objectives:

The learner will be able to

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

Unit I

History of China

18Hrs

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

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

Unit-II

European Intercourse with China

18Hrs

European Intercourse with China: Opium Trade, First Opium War and Treaty of Nanking, Taiping Rebellion: Second Opium War and Treaty of Tientsin - First Sino-Japanese War and Treaty of

Shimonoseki; Hundred Days Reform, Boxer Rebellion. Nationalist Movement and Proclamation of the Republic; Career and Achievements of Sun Yat Sen.

Extra Reading /Key words:*China Trade and Cooperation Agreement, [Asia–Europe Meeting](#)*

Unit-III

Birth and Growth of Communism in China

18Hrs

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

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

Unit-IV

History of Japan

18Hrs

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

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

Unit-V

Political and Economic Development of Japan

18Hrs

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

Extra Reading /Key words:*[Treaty of Peace with Japan](#), [Mutual Security Assistance Pact](#)*

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

Course Outcomes:

The learner will be able to

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

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

An – Analyse; E- Evaluate; C – Create

Books for Reference

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