



**HOLY CROSS COLLEGE (AUTONOMOUS) TIRUCHIRAPPALLI-620002**  
**SCHOOL OF HUMANITIES**  
**PG & RESEARCH DEPARTMENT OF HISTORY**  
**CHOICE BASED CREDIT SYSTEM**  
**LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)**  
**B.A HISTORY**

**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 well-being 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 presents scenario and political intelligence to build better citizenship.

**Program Specific outcomes (PSOs)**

- PSO 1:** Develop thorough purview of history of different countries and human kind 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 in the academic year 2023-2024)**  
**HOLY CROSS COLLEGE (Autonomous), TIRUCHIRAPPALLI-2**  
**UG COURSE PATTERN-TANSCHÉ**  
**SCHOOL OF HUMANITIES**  
**B.A. HISTORY**

Semester	Part	Subject	Course Code	Hours	Credits	Marks
<b>I</b>	<b>I</b>	Language - General Tamil / Hindi / French	U23TL1GEN01/ U23HN1HIN01/ U23FR1FRE01	6	3	100
	<b>II</b>	General English	U23EL1GEN01	6	3	100
	<b>III</b>	Core Course I History of Ancient India up to 1206 CE	U23HI1CCT01	5	5	100
		Core Course II History of Tamil Nadu up to 1311 CE	U23HI1CCT02	5	5	100
		Elective -I Women Studies in Historical Perspectives/Indian Geography	U23HI1ECT01/ U23HI1ECT02	4	3	100
	<b>IV</b>	SEC I (Non Major Elective - I)	-	2	2	100
		Foundation Course - Introduction to History from Museum Perspectives	U23HI1FCT01	2	2	100
		Value Education		-	-	
	<b>Total</b>				<b>30</b>	<b>23</b>
<b>II</b>	<b>I</b>	Language - General Tamil / Hindi / French	U23TL2GEN02/ U23HN2HIN02/ U23FR2FRE02	6	3	100
	<b>II</b>	General English	U23EL2GEN02	6	3	100
	<b>III</b>	Core Course III - History of Medieval India from 1206 to 1707 CE	U23HI2CCT03	5	5	100
		Core Course IV - History of Tamil Nadu - 1311 – 1800 CE	U23HI2CCT04	5	5	100
		Elective II - Western Political thought / Historical and cultural tourism in India	U23HI2ECT03/ U23HI2ECT04	4	3	100
	<b>IV</b>	SEC II (Non Major Elective - II)	-	2	2	100
		SEC III Rural Development and Student Social Responsibility	U23HI2SET03	2	2	100
		Massive Open Online Course (MOOC)	U23EX2ONC01		2 Extra Credits	100
		Value Education		-	-	
<b>Total</b>				<b>30</b>	<b>23 + 2</b>	<b>700+100</b>
<b>III</b>	<b>I</b>	Language - General Tamil / Hindi / French	U23TL3GEN03/ U23HN3HIN03/ U23FR3FRE03	6	3	100
	<b>II</b>	General English	U23EL3GEN03	6	3	100
	<b>III</b>	Core Course V-History of India from 1707 to 1857 CE	U23HI3CCT05	5	5	100
		Core Course VI- History of Tamil Nadu since 1801 CE	U23HI3CCT06	5	5	100
		Elective III Principles and Methods of Archeology/Indian Political Thought	U23HI3ECT05/ U23HI3ECT06	4	3	100
	<b>IV</b>	SEC IV (Entrepreneurial Skill)Travel Agency and Tour operator Business	U23HI3SET04	1	1	100
		SEC V Industrial Relation -Introduction to Archaeology and Epigraphy	U23HI3SET05	2	2	100
		EVS		1	-	
		Massive Open Online Course (MOOC)	U23EX3ONC02		2 Extra Credits	100
Value Education		-	-			
<b>Total</b>				<b>30</b>	<b>22+2</b>	<b>700+100</b>

Semester	Part	Subject	Course Code	Hours	Credits	Marks
IV	I	Language - General Tamil / Hindi / French	U23TL4GEN04/ U23HN4HIN04/ U23FR4FRE04	6	3	100
	II	General English	U23HI4GEN04	6	3	100
	III	Core Course VII- (Discipline Specific) Freedom Struggle in India	U23HI4CCT07	5	5	100
		Core Course VIII- (Discipline Specific) History of World from 1453 to 1789 C.E	U23HI4CCT08	5	5	100
		Elective IV- (Generic) English for Tourism	U23EL4ECT07	3	3	100
	IV	SEC VI - (Discipline Specific) Computer Training	U23HI4SET06	2	2	100
		SEC VII (Discipline Specific) Tourism and Hotel Management	U23HI4SET07	2	2	100
		EVS	U23ES4EVS01	1	2	100
		Value Education		-	-	
	<b>Total</b>		<b>30</b>	<b>25</b>	<b>800</b>	
V	III	Core Course IX History of World 1815 to 1945 C.E	U23HI5CCT09	5	4	100
		Core Course X Selected Themes in History of U.S.A	U23HI5CCT10	5	4	100
		Core Course XI History of Tiruchirappalli	U23HI5CCT11	5	4	100
		Core Course XII Introduction to Historiography	U23HI5CCT12	6	4	100
		Elective V Introduction to Human Rights/Women and Law	U23HI5ECT09/ U23HI5ECT10	4	3	100
		Elective VI (Discipline Specific) History of Dravidian Movement / History of Revolutions	U23HI5ECT11/ U23HI5ECT12	4	3	100
		Value Education	U23VE5LVC01	1	1	100
		Summer Internship – 30 Hours (at the end of IV Semester)	U23HI5INT01	-	2	100
		Massive Open Online Course (MOOC)	U23EX5ONC03		2 Extra Credits	100
		<b>Total</b>		<b>30</b>	<b>25+2</b>	<b>800+100</b>
VI	III	Core Course XIII- Contemporary History of India 1947 to 2004 CE	U23HI6CCT13	6	4	100
		Core Course XIV- Intellectual History of India	U23HI6CCT14	6	4	100
		Core Course XV - Project with viva voce	U23HI6DIS01	5	4	100
		Elective VII-International Relations since 1919/History of Latin America	U23HI6ECT13/ U23HI6ECT14	5	3	100
		Elective VIII (Discipline Specific) Indian Constitution/History of China and Japan	U23HI6ECT15/ U23HI6ECT16	5	3	100
	IV	SEC VIII - Professional Competency Skill Enhancement Course General Studies for Competitive Examinations	U23HI6SET08	2	2	100
	V	Extension Activity( Service Oriented Course)	U23EA6SOC01	-	1	100
		Value Education	U23VE6LVC02	1	1	100
		RESCAPES	U23EX6RES01	-	4 Extra Credits	100
		<b>Total</b>		<b>30</b>	<b>22+4</b>	<b>800+100</b>
	<b>Grand Total</b>		<b>180</b>	<b>140+10</b>	<b>4500+400</b>	

- SEC: SKILL ENHANCEMENT COURSE
- NME: NON MAJOR ELECTIVE

**ELECTIVE COURSES OFFERED BY THE DEPARTMENT**

<b>SEMESTER</b>	<b>PART</b>	<b>SUBJECT</b>	<b>CODE</b>	<b>HOURS</b>	<b>CREDITS</b>
<b>IV</b>	<b>III</b>	Modern Governments (English) Indian Constitution (Tamil)	U23HI4ECT07 U23HI4ECT08	3	3

**NME COURSES OFFERED BY THE DEPARTMENT**

<b>SEMESTER</b>	<b>PART</b>	<b>SUBJECT</b>	<b>CODE</b>	<b>HOURS</b>	<b>CREDITS</b>
<b>I</b>	<b>IV</b>	Introduction to Tourism	U23HI1SET01	2	2
<b>II</b>	<b>IV</b>	Travel Agency and Tour operator Business	U23HI2SET02	2	2

(For Candidates admitted from 2023 onwards)  
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**CHOICE BASED CREDIT SYSTEM**  
**LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)**  
**First Year - Semester-I**

<b>Course Title</b>	<b>MAJOR CORE: 1 HISTORY OF INDIA UPTO 1206 CE</b>
<b>Code</b>	<b>U23HI1CCT01</b>
<b>Course type</b>	<b>Theory</b>
<b>Semester</b>	<b>I</b>
<b>Hours/Week</b>	<b>5</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**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 Features - Sources of Indian History - Pre- and Proto History - Harappan Civilization - Megalithic Culture – Ancient Tamil Civilization - Early Vedic Age – Later Vedic Age.

**Extra Reading / Key word:** Khandas, Varshas, Kharoshthi

**Map:** Important sites of Harappa culture

**UNIT-II: AGE OF RELIGIOUS MOVEMENTS AND FOREIGN INVASIONS 15 HRS**

Rise of Mahajanapadas - Buddhism and Jainism - Buddhism and Jainism Principles - Impact of new religions - Greek and Persian Invasions of India - 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 - Gupta Empire-Administration, Art and Cultural development under the Guptas - Revival of Sanskrit – decline of Gupta Empire.

*Extra Reading / Key word:* Shaonau 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 Religious Contributions - Provincial Dynasties – Chalukyas – Rashtrakutas - Paramaras – Palas – Pratiharas - The Arab conquest of Sindh - Mahmud of Ghazni – Invasions – Mohammed of Ghor – Battles of Tarain- Impact of Arab conquest.

*Extra Reading / Key word:* Shashanka, Taizong

**Map:** Harsha’s Empire.

**TEXT BOOKS**

1. Smith Vincent, A. (1920). 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, K.A. (1950). 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**

1. [www.iloveindia.com](http://www.iloveindia.com).
2. <https://dsal.uchicago.edu/reference/gazetteer/>
3. [https://en.wikipedia.org/wiki/Epigraphia\\_Indica](https://en.wikipedia.org/wiki/Epigraphia_Indica)

(For candidates admitted in the academic year 2023-2024)

<b>Course Title</b>	<b>CORE COURSE 2 - HISTORY OF TAMIL NADU UP TO 1311 CE</b>
<b>Code</b>	<b>U23HI1CCT02</b>
<b>Course type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>5</b>
<b>Total Hours</b>	<b>75</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

To enable the students to understand the history of Tamil country from Prehistoric period till the invasion of Malik Kafur that shape the history and culture of the state of Tamil Nadu.

### COURSE OBJECTIVES

1. To study the region of ancient Tamilagam and the prehistoric past of the 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 as well as the Kalabhara interregnum.
3. To trace the history of the Pallavas and Pandyas and their contribution to the art and architecture of Tamil Nadu.
4. To examine the rise of the Cholas and their legacy in political, social, economic, and architectural spheres.
5. To analyse the contribution of the Second Pandyan Empire to the socio-cultural and political conditions of Tamil country and the impact of the invasion of Malik Kafur.

### UNIT-I: THE REGION AND PREHISTORIC PAST

**15 HRS**

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

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

### UNIT-II: AGE OF THE SANGAM PERIOD

**15 HRS**

Sources - Archaeological Sources – Epigraphy – Numismatics - Literature and Foreign Accounts.

Sangam Age - Historicity - Early Cholas: Karikala Chola – Cheras - Chenkutuvan – Pandyas:- Neduncheliyan – Polity - Sangam Age – Social Conditions - education, marriage, family and Religion

Economic Conditions - Occupation - Agriculture, Animal domestication, internal and foreign Trade - Kalabhara Interregnum - Impact of their rule.

*Extra Reading / Key Words: tinai concept, Akam and Puram, Periplus of Erythrean Sea*

### **UNIT-III: THE RULE OF THE PALLAVAS AND THE FIRST PANDYAS 15 HRS**

Sources - Literature, Epigraphy – Numismatics and Monuments - Early Pallavas and Later Pallavas - Simhavishnu, Mahendra Varma I-Narasimha Varma I- Narasimha Varma II - Nandivarma III-Socio-economic conditions in the Pallava period- Land donation, taxation, water management - Division of society - Cultural Contribution of the Pallavas - Architecture and Literature – Paintings - Bakthi movement - Growth of Literature and Education - The First Pandya Empire: Triangular conflict between Pallavas, Pandyas, and Western Chalukyas - Administration – Art and Architecture

*Extra Reading / Key Words: Dravidian style of architecture, Brahmadeyas, Account of Hieun Tsang, Vettuvan Koil, Eri systems*

### **UNIT-IV: THE AGE OF THE IMPERIAL CHOLAS 15 HRS**

Sources - Literature, Epigraphy – Numismatics and Monuments - Imperial Cholas: Raja Raja I – Rajendra I – Overseas Expansion - Kulottunga I – Chalukya - Chola relations Chola Administration - Land grants and temple administration - Local Self Government - Water Management - Social – economic condition under the Cholas – Maritime Trade & Commerce Literature, art, architecture - Bronze Sculptures.

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

### **UNIT-V: THE SECOND PANDYAN EMPIRE AND INVASION OF MALIK KAFUR 15 HRS**

Sources for the study of the Second Pandyan Empire - The Second Pandyan Empire: Maravarma Sundara Pandya, Jatavarama Sundara Pandya I, Veera Pandya and Sundara Pandya Triangular conflict among Cholas, Pandyas and Hoysalas - Social and Economic Life Malik Kafur's Invasion - causes and Events and Impact.

*Extra Reading / Key Words: Slave Dynasty, Revival of Pandyas, Internal Rivalry*

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

### **TEXT BOOKS**

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. Chellam, V.T. (1981) *New Light on the Early History of Tamil Nadu*, Vijay Publications, Trichy.
5. Subramanian, N. (1999). *Social and Cultural History of Tamil Nadu*, Ennes Publications, Udumalpet.
6. Manoranjithamoni, C. (2015). *History of Tamil Nadu*. Dave-Beryl Publications, Tirunelveli.
7. Chellam, V.T. (2016). *Tamil Nadu: History and Culture* (in Tamil), Manivasagar Pathipakam.



## SUGGESTED READINGS

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. N. Subramanian (1966). *Sangam Polity*, Asia Publishing House, Bombay
9. Subbarayalu, Y. (1973). *Political Geography of the Chola Country*, State Department of Archaeology, Tamil Nadu, Madras.
10. Hall, Kenneth, R. (1980). *Trade and Statecraft in the Age of the Colas*. Abhinav Publications, New Delhi.
11. Stein, B (1980). *Peasant, State and Society in Medieval India*. New Delhi
12. Narayanan, M.G.S. (1982). *The Pandyan Kingdom*. University of Madras, Madras.
13. Karashima, Noboru. (1984). *South Indian History and Society: Studies from Inscriptions A.D. 850-1800*. Oxford University Press, Delhi.
14. Sadasiva Pandarathar, T.V. (1990), *Cholar Varalaru* (in Tamil), Kudal Publishers, Kumbakonam
15. Karashima, Noboru (1992). *Towards a New Formation, South Indian Society under Vijayanagar Rule*, Oxford University Press, New Delhi.
16. P.T. Srinivasa Iyengar (2001). *History of the Tamils: From the Earliest Times to 600 A.D.*, Asian Educational Services, New Delhi,
17. Karashima, Noboru (2004). *A Concise History of South India: Issues and Interpretations*, Oxford University Press, New Delhi
18. Cithra Madhavan, (2005). *History and culture of Tamil Nadu*, Vol.I, D.K. print world (P) Ltd., New Delhi
19. Rajayyan, K., (2005), *Real History of Tamil Nadu*, Ratna Publishers, Madurai.
20. Pillay, K. K (2008). *Historical Heritage of the Tamils*. MJP Publishers, Chennai
21. Champakalakshmi, R. (2011). *Religion, Tradition and Ideology: Pre-Colonial South India*. Oxford University Press
22. Subbarayalu, Y (2012). *South India Under the Chola*. Oxford University Press, Delhi
23. 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
3. <http://www.historydiscussion.net>
4. <http://globalsecurities.org/military/world/india/history-chola.htm>

## COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level (K1-K5)
CO-1	Identify the various sources for the study of the Tamil country from the ancient period to the 13 <sup>th</sup> century along with the physical features of Tamil region	K1
CO-2	Understand the prehistoric period and political rule of kings from various dynasties from Sangam age till the invasion of Malik Kafur	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	Interpret the socio-economic and cultural contribution of the Tamil rulers and their significance in the present period.	K3
CO-4	Analyse the formation of states, administrative structure, and water management in ancient and medieval Tamilakam and its relevance in the present world	K4
CO-5	Evaluate the contribution of Cholas water management system to the present context.	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	H	M	-	-	H	M	M
CO2	H	H	H	H	-	M	H	H	M
CO3	M	H	H	H	H	M	H	H	H
CO4	M	H	M	H	-	-	H	H	H
CO5	H	H	-	H	-	M	H	H	M

## PSO – CO MAPPING

CO/PSO	PSO 1	PSO2	PSO3
CO1	H	H	M
CO2	M	H	M
CO3	H	H	M
CO4	H	H	H
CO5	H	H	M

(For candidates admitted in the academic year 2023-2024)

<b>Course Title</b>	<b>ELECTIVE: 1 WOMEN STUDIES IN THE HISTORICAL PERSPECTIVES</b>
<b>Code</b>	<b>U23HI1ECT01</b>
<b>Course type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>4</b>
<b>Total Hours</b>	<b>60</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

### 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 analyze 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 analyze the Women Social Reformers of the 19<sup>th</sup> & 20<sup>th</sup> Century in India.

### UNIT-I: IMPORTANCE OF WOMEN'S STUDIES & FEMINIST THEORIES 12 HRS

Nature and Scope - 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 11 HRS

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 12 HRS

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 / (Key Words): Bhikshuni Sanghas, Queen Prabhavati, Bharti of mithila, Patriarchal society, sons of soil.*

#### **UNIT-IV: WOMEN IN MEDIEVAL INDIA**

**13 HRS**

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 – Mumtaj Mahal – Chand Bibi - Some heroic women – Samyogita, Padmini of Chittor, Jijabai and Tarabai - Women religious devotees: Mira Bai- Zeb-un-Nisha.

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

#### **UNIT-V: WOMEN SOCIAL REFORMERS OF THE 19<sup>TH</sup> & 20<sup>TH</sup> CENTURY 12 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 / (Key Words): Corruption and transparency, Narmada Bachao Andolan, Amachya Ayushyatil Athavani, Seva sadan, World Economic Forum*

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

#### **TEXT BOOKS**

1. Padmini Sengupta, (1955). Everyday Life in Ancient India, Oxford University Press, Delhi.
2. Londo Altaker, (1987) Position of Women in Hindu Society, New Delhi.
3. Desai Nera & Krishna Raj (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 University Press, New Delhi.
4. Fuller. 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>

## COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level (K1-K5)
CO-1	Recall the basic knowledge and importance of Women's Studies and its theoretical roots, key concepts and scope.	K1
CO-2	Understand 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.	K2
CO-3	Illustrate 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.	K3
CO-4	Analyze the contributions of Social Reformers in India	K4
CO-5	Appraise the status of Women at present in India.	K5

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

## PO – CO MAPPING

CO-PO	PO1	PO2	PO3	PO4	PO 5	PO6	PO7	PO8	PO9
CO1	H	M	M	M	H	M	M	H	M
CO2	H	M	M	H	M	M	M	H	M
CO3	H	M	M	H	H	M	M	M	M
CO4	H	M	M	H	H	M	M	M	M
CO5	M	M	M	H	H	H	H	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
CO-4	H	M	H
CO-5	H	M	M

(For candidates admitted in the academic year 2023-2024)

<b>Course Title</b>	<b>ELECTIVE: 1- INDIAN GEOGRAPHY</b>
<b>Code</b>	<b>U23HI1ECT02</b>
<b>Course type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>4</b>
<b>Total Hours</b>	<b>60</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

### 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 Mountains, Central Plains, Peninsular Uplands, Southern Coastal Plains and Islands.
4. 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.
5. To analyses the importance of Multi-Purpose Projects, Natural Hazards, Drought and Disaster Management.

### UNIT-I: PHYSICAL SETTING

**12 HRS**

Location – Extent - Size – Boundaries - Land Forms – Climate - Rainfall - Drainage.

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

### UNIT-II: NATURAL RESOURCES

**12 HRS**

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

*Extra Reading / Keyword: Biotic & Abiotic resource, Tropical, Flora & Fauna*

### UNIT-III: PHYSICAL DIVISIONS

**12 HRS**

Northern Mountains - Central Plains- Peninsular Upland - Southern Coastal Plains – Islands.

*Extra Reading / Keyword: Peninsula plateau, Gangetic plain, metamorphic rocks.*

### UNIT-IV: ECONOMIC ACTIVITIES

**12 HRS**

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

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

**UNIT-V: CONTEMPORARY SCENARIO****12 HRS**

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

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

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

**TEXT BOOKS**

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

**SUGGESTED READINGS**

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

**WEB REFERENCES**

1. <https://www.3dgeography.co.uk/geography-of-india>
2. [http://mha.nic.in/sites/upload\\_files/mha/files/BM\\_MAN-IN-PAKS-060513.pdf](http://mha.nic.in/sites/upload_files/mha/files/BM_MAN-IN-PAKS-060513.pdf)

**COURSE OUTCOMES**

CO No.	Course Outcomes	Cognitive Level (K1-K5)
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 of India and the economic activities like agriculture, horticulture, industry, transport and communication.	K2
CO-3	Assess the importance of multipurpose projects of Bhakhra Nangal, Damodar Ghati, Hirakud, Beas and its impacts.	K3
CO-4	Analyse the Geographical features of India Northern Mountains, Central plains, peninsular Uplands, Southern Coastal Plains, Islands.	K4
CO-5	Evaluate the working of Multi-purpose projects in India at present	

**PO – CO MAPPING**

<b>CO-PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>
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
CO 5	H	H	M	H	--	M	H	H	M

**PSO – CO MAPPING**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>
CO 1	H	M	M
CO 2	M	M	M
CO 3	M	M	M
CO 4	H	M	M
CO-5	H	H	M



(For candidates admitted in the academic year 2023-2024)

<b>Course Title</b>	<b>SKILL ENHANCEMENT COURSE 1 (NON-MAJOR ELECTIVE I) INTRODUCTION TO TOURISM</b>
<b>Code</b>	<b>U23HI1SET01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>2</b>
<b>Total Hours</b>	<b>30</b>
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

### 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, Components, and types of Tourism and the development of Travel in Ancient, Medieval & Modern period.
2. To understand the Emergence of Modern Tourism
3. To analyse the functions of various Tourist organizations such as Department of Tourism, India Tourism Development Corporation (I.T.D.C), Tamil Nadu Tourism Development Corporation (T.T.D.C)
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

**6 HRS**

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

*Extra Reading / Keywords: Pilgrimage, Business, Health*

### UNIT-II: EMERGENCE OF TOURISM AS AN INDUSTRY

**6 HRS**

Emergence of Modern Tourism - Sir Thomas Cook - Mass Tourism.

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

### UNIT-III: DEVELOPMENT OF TOURISM

**6 HRS**

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

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

### UNIT-IV: TRANSPORTATION

**6 HRS**

Rail and Road Transport-Water Transport-Air Transport.

*Extra Reading / Keywords: IATA, Sathapthi Express.*

**UNIT-V: TOURIST RESOURCES IN INDIA****6 HRS**

Hills: Himalayas-Beaches: Goa, Marina -India, a land for all season for all reasons

*Extra Reading / Keywords: Marina Beach, Goa Beach, Thottabetta, Kodaikanal**Note: Extra Reading / Key Words are only for Internal Testing (Seminar/Assignments)***TEXT BOOKS**

1. A.K. Bhatia, *Tourism Management*, Sterling Publications, New Delhi, 2016.
2. A.K. Bhatia, *The Business of Travel Agency and Tour Operations Management*, Sterling Publications, New Delhi, 2014.
3. Jagmohan, Negi, (2004), *International Tourism and Travel concepts and Principles*, S. Chand and Company, 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. Jedlik. 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
5. Pradeep Kumar Johr, (2005), *Encyclopedia of Tourism in 21<sup>st</sup> Century*, Anmol, Publications 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-K5)
CO1	Summarize the origin, development and different components of Tourism and various functions of tourist organization in India.	K1
CO2	Interpret the significant tourist resources in India with the mode of transportation.	K2
CO3	Assess the impact of tourism in socio, economic, cultural and psychological dimension and the role of climate to enhance the tourist attraction in India.	K3
CO4	Analyse the importance of Domestic tourist package of promote tourism in Indian families.	K4
CO-5	Evaluate the Tourist resources are major income to India	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
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	-
CO-5	H	H	H	M		H	H	H	

**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
CO-5	H	H	M

(For Candidates admitted from 2023 onwards)  
**HOLY CROSS COLLEGE (Autonomous), TIRUCHIRAPPALLI**  
**SCHOOL OF HUMANITIES**  
**PG AND RESEARCH DEPARTMENT OF HISTORY**  
**CHOICE BASED CREDIT SYSTEM**  
**LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)**  
**B.A. HISTORY First Year – Semester-I**

<b>Course Title</b>	<b>FOUNDATION COURSE – INTRODUCTION TO HISTORY FROM MUSEUM PERSPECTIVES</b>
<b>Code</b>	<b>U23HI1FCT01</b>
<b>Course type</b>	<b>Theory</b>
<b>Total Hours</b>	<b>30</b>
<b>Hours/Week</b>	<b>2</b>
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

To enable the student to understand the basic information about history and the museum's role in the reconstruction of the past

### COURSE OBJECTIVES

1. To understand the definition and objectives of history
2. To remember the important historians of the world
3. To assess the significance of historians of India
4. To analyse the features of museology
5. To assess the importance of select museums in India to analyse their contribution to the reconstruction of Indian history.

### UNIT-I: INTRODUCTION TO HISTORY 2 HRS

History – Meaning & Definitions– Nature and Scope of History – Lessons in History

### UNIT-II: IMPORTANT HISTORIANS OF THE WORLD 2 HRS

Herodotus – Thucydides – Livy — St. Augustine – Ibn Khaldun –E.H. Carr

### UNIT-III: IMPORTANT HISTORIANS OF INDIA 2 HRS

Bana – Kalhana - D.D. Kosambi – Ranajit Guha - P.T. Srinivasa Iyyangar – K.A. Nilakanta Sastri.

### UNIT-IV: INTRODCUTION TO MUSEOLOGY 2 HRS

Museology - Definition, Objectives, Types of Museums.

**Key words:** Ashmolean Museum, Cabinets of Curiosity, Louvre's Museum

### UNIT-V: MUSEUMS' ROLE IN THE RECONSTRUCTION OF INDIAN HISTORY - CASE STUDIES 2 HRS

Delhi National Museum and Indian cultural History and Chennai government Museum and South Indian History.

### TEXT BOOKS

1. Chakrabarti, Mahua. (2016). *Museums of India*. New Delhi. National Book Trust
2. Carr, E.H. (2018). *What is History?* Penguin Books Ltd., New Delhi.

- Ghosh, D.P (1968). *Studies in Museum and Museology in India*, Indian Publications; First Edition.
- Jeyaraj, V (2005). *Museology – heritage management*, Sea waves Printers, Chennai
- SheikAli (2019). *History: Its Theory and Method*, Laxmi Publications.
- Sreedharan, E (2004). *A Textbook of Historiography, 500 BC to AD 2000*, Orient Longman, New Delhi, 2004
- Seth, Manvi (2018). *Of Muses, Museums & Museology*, National Museum Institute (Deemed University), New Delhi Shubhi Publications Gurugram – India.

### SUGGESTED READINGS

- Webster, John C.B (2019)/*Studying History*, Primus Books, D.
- Marc Bloch, *The Historian's Craft*, Aakar Books, Delhi, 2017.
- R.G. Collingwood, *The Idea of History*, OUP, Delhi, 1994.
- Romila Thapar, *History and Beyond*, Taylor and Francis, Oxford University of Press,
- John C.B. Webster, *Studying History*, Primus Books, Delhi, 2019.
- Marc Bloch, *The Historian's Craft*, Aakar Books, Delhi, 2017.
- R.G. Collingwood, *The Idea of History*, OUP, Delhi, 1994.
- Romila Thapar, *History and Beyond*, Taylor and Francis, Oxford University of Press,
- David Dean and Edson Gary (1994). *The Handbook for Museums*. London: Routledge.

### WEB REFERENCES

- <https://cec.nic.in>
- <https://egyankosh.ac.in>
- <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
- <http://d-nb.info>

### COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level
CO-1	To understand and remember the definition and objectives of History and museology	K1
CO-2	To discuss the contribution of historians of the world and India	K2
CO-3	To illustrate the relevance of history in the modern context	K3
CO-4	To analyse Indian history from museum collections	K4
CO-5	To critically analyse the contribution of museums in the reconstruction of the past	K4

### PO – CO MAPPING

CO-PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	H	H	M	M	M	H	H
CO2	H	H	M	M	M	M	H
CO3	H	M	M	M	M	H	H
CO4	H	H	H	M	M	M	H
CO5	H	H	M	H	M	M	H

**PSO – CO MAPPING**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO2</b>	<b>PSO3</b>
CO1	H	M	H
CO2	H	M	H
CO3	H	M	H
CO4	H	H	M
CO5	H	M	H

**(For Candidates admitted in the academic Year 2022-23)**  
**HOLY CROSS COLLEGE (Autonomous), TIRUCHIRAPPALLI-620 002**  
**SCHOOL OF HUMANITIES**  
**PG & RESEARCH DEPARTMENT OF HISTORY**  
**CHOICE BASED CREDIT SYSTEM**  
**LEARNING OUTCOMES-BASED CURRICULUM FRAMEWORK (LOCF)**

Semester	Part	Course	Title of the Course	Code	Hours / Week	Credits	Marks
I	I	Language	General Tamil I/ Hindi Paper-I/ French Paper-I	U22TL1GEN01 U22HN1HIN01 U22FR1FRE01	3	3	100
	II	English	General English-I	U22EL1GEN01	3	3	100
	III	Major Core-1	History of India from Pre-History to 712CE	U22HI1MCT01	6	5	100
		Major Core-2	Indian Geography	U22HI1MCT02	5	4	100
		Allied-1	Basics of Tourism	U22HI1ALT01	4	2	100
		Allied-2	Women Studies in the Historical Perspectives	U22HI1ALT02	4	2	100
		MSBE-1	Museology	U22HI1SBT01	2	1	100
IV	EVS	Environmental Studies	U22ES1EVS01	2	1	100	
	Value Education	Ethics-I/ Bible Studies-I/ Catechism-I	U22VE2LVE01 U22VE2LVB01/ U22VE2LVC01	1			
	VI	Service Oriented Course	-	-	-	-	
		Internship / Field Work / Field Project	U22EX1INT01		2	100	
		30Hours-Extra Credit					
<b>Total</b>					<b>30</b>	<b>21+2</b>	<b>900</b>
II	I	Language	General Tamil II/	U22TL2GEN02	3	3	100
			Hindi II/	U22HN2HIN02/			
			French II	U22FR2FRE02			
	II	English	General English–II	U22EL2GEN02	3	3	100
	III	Major Core-3	History of India from 712 to 1526 C.E	U22HI2MCT03	5	4	100
		Major Core-4	History of Tamil Nadu upto 1279CE	U22HI2 MCT04	5	4	100
		Major Core-5	Historical and Cultural Tourism in India	U22HI2MCT05	4	3	100
		Allied-3	Travel Agency and Tour Operators Business	U22HI2ALT03	4	2	100
	IV	Skill Based Course (SBC)-1	Soft Skills Development	U22SS2SBC01	2	1	100
		Skill Based Course (SBC)-2	Sustainable Rural Development and Student Social Responsibility	U22RE2SBC02	2	1	100
		Industrial Relation	Introduction to Archaeology and Epigraphy	U22HI2IRT01	1	1	100
		Value Education	Ethics-I / Bible Studies I / Catechism I	U22VE2LVE01/ U22VE2LVB0/ U22VE2LVC01	1	1	100
	V	Rescapes	Rescapes	U22EX2RES01	-	1	
VI	SOC	Service Oriented Course	-	-	-		
	Online Course	Online Course	U22EX2ONCO1	1		100	
		Internship / Field Work / Field Project 30 Hours Extra Credit-	U22EX2INT02		2	100	
<b>Total</b>					<b>30</b>	<b>23+4</b>	<b>1100+100</b>

Semester	Part	Course	Title of the Course	Code	Hours / Week	Credits	Marks		
III	I	Language	General Tamil-III	U22TL3GEN03	3	3	100		
			Hindi Paper-III	U22HN3HIN03					
			French Paper-III	U22FR3FRE03					
	II	English	General English-III	U22EL3GEN03	3	3	100		
	III	Major Core-6	Major Core-6	History of India from 1526 to 1707 C.E	U22HI3MCT06	6	5	100	
				Major Elective-1	Principles and Methods of Archaeology / Archives Keeping	U22HI3MET01 U22HI3MET02	4	3	100
				Allied-4	English for Travel and Tourism/	U22EL3ALT04	4	2	100
				Allied-5	Communication Skills in English gadhLljko	U22EL3ALT05 U22TL3ALT05	4	2	100
		MSBE-2		Introduction to Epigraphy in Tamil Region	U22HI3SBT02	2	1	100	
	IV	NME-1		Non-Major Elective-1	-	2	2	100	
		Gender Studies		Gender Studies	U22WS3GST01	1	1	100	
		Value Education		Ethics-II / Catechism-II / Bible Studies-II	U22VE4LVE02 / U22VE4LVC02 / U22VE4LVB02				
	VI	SOC		Service Oriented Course	-	-	-		
		Online		Online Course	U22EX3ONC02		1	100	
	Internship		Internship / Fieldwork /	U22EX3INT03		2	100		
			Field Project 30 Hours-						
			Extra Credit						
			<b>Total</b>		<b>30</b>	<b>22+3</b>	<b>1000+100</b>		
IV	I	Language	General Tamil-IV / Hindi- IV / French-IV	U22TLGEN04/ U22HN4HIN04/ U22FR4FRE04	3	3	100		
	II	English	General English-IV	U22EL4GEN04	3	3	100		
	III	Major Core-7		History of India from 1707 to 1857 CE	U22HI4MCT07	7	5	100	
		Major Core-8		History of Tamil Nadu from Second Pandian Empire to India Independence	U22HI4MCT08	6	5	100	
		Major Elective-2		Principles of Government / Introduction to Human Rights	U22HI4MET03 U22HI4MET04	4	3	100	
		Allied-6		NghLbj NjuTjjko	U22TL4ALT07	4	2	100	
	IV	NME-2 Theory Cum Practical		Non-Major Elective-2	-	2	2	100	
		Value Education		Ethics / Catechism / Bible Studies	U22VE4LVE02 / U22VE4LVB02 / U22VE4LVC02	1	1	100	
	V	Rescapes		Rescapes	U22EX4RES02		1		
	VI	SOC-Extension activity outside the Class hours from Semester I-IV		Service Oriented Course	U22EX4SOC01		2	100	
				Service Oriented Course	U22EX4INT04		2	100	
				Internship / Field Work / Field Project 30 Hours-Extra Credit					
				<b>Total</b>		<b>30</b>	<b>24+2+3</b>	<b>800+100+100</b>	



Semester	Part	Course	Title of the Course	Code	Hours / Week	Credits	Marks
V	III	Major Core-9	History of India from 1858 to 1947CE	U22HI5MCT09	6	5	100
		Major Core-10	World History from 1453 to 1788 CE	U22HI5MCT10	6	5	100
		Major Core-11	Introduction to Historiography	U22HI5MCT11	6	5	100
		Major Core-12	History of Science and Technology in India	U22HI5MCT12	5	5	100
		Major Elective-3	Indian Constitution / Indian History for Competitive Exams	U22HI5MET05/ U22HI5MET06	4	3	100
		NME-3	Non-Major Elective-3	-	2	2	100
	IV	Value Education	Ethics / Catechism / Bible Studies	U22VE6LVE03 / U22VE6LVC03 / U22VE6LVB03	1	-	-
Extra Credit	VI	Online Course	Online Course	U22EX5ONC03		1	100
		Internship	Internship/Field Work/Field Project 30 Hours – Extra Credit	U22EX5INT05		2	100
			<b>Total</b>		<b>30</b>	<b>25+2+1</b>	<b>700+100</b>
VI	III	Major Core-13	Contemporary History of India from 1947 to 2004CE	U22HI6MCT13	6	5	100
		Major Core-14	World History from 1804 to 1945 CE	U22HI6MCT14	5	5	100
		Major Core-15	Intellectual History of India	U22HI6MCT15	5	5	100
		Major Core-16	History of Tamil Nadu from 1947 to 2018 C.E	U22HI6MCT16	5	4	100
		Major Elective-4	International Relations from 1945 to 1991C.E./ Introduction to Museology	U22HI6MET07/ U22HI6MET08	4	3	100
	IV	SBC-3	Research Methodology	U22DS6SBC03	2	1	100
		NME-4	Non-Major Elective-4	-	2	2	100
		Value Education	Ethics / Catechism / Bible Studies	U22VE6LVE03 U22VE6LVC03 U22VE6LVB03	1	-	-
	V	RESCAPES	RESCAPES — Impact Study of Project	U22EX6RES03		1	100
	VI	Internship	Internship / Field Work / Field Project 30 Hours – Extra Credit	U22EX6INT06		2	100
			<b>Total</b>		<b>30</b>	<b>25+3</b>	<b>900</b>
			<b>Grand Total</b>		<b>180</b>	<b>140+20</b>	<b>5900</b>

**LIST OF ALLIED PAPERS OFFERED BY THE DEPARTMENT TO OTHER DEPARTMENTS**

Semester	Part	Course and Department	Title of the Course	Code	Hours / Week	Credits	Marks
III	III	Allied-4	History of Subaltern People (For II B.A. English)/	U22HI3ALT04/	4	2	100
			An Overview on History of India from Pre-History to 1707 C.E (For II B.Sc. Rehabilitation Science)	U22HI3ALT07	4	2	100
V		Allied-5	Women and Law	U22HI3ALT05	4	2	100
IV		Allied-6	Indian Indigenous Culture (For II B.A. English)	U22HI4ALT06	4	2	100
			An Overview on History of India from 1757 to 1947 C.E (Rehab)	U22HI4ALT08			
			Indian Constitution (For II B.A. Tamil)	U22HI4ALT09			

**LIST OF NME PAPERS OFFERED BY THE DEPARTMENT**

Semester	Part	Course	Title of the Course	Code	Hrs / Wk	Credits	Marks
III	IV	NME-1	Places of Tourist Interests in India	U22HI3NMT01	2	2	100
IV		NME-2 Theory Cum Practical	Tourism products of India	U22HI4NMT02	2	2	100
V		NME-3	Tourism and Travel Formalities	U22HI5NMT03	2	2	100
VI		NME-4	Tourism and Hospitality Management	U22HI6NMT04	2	2	100

(For candidates admitted in the academic year 2022-2023)

**Second Year Semester-III**

<b>Course Title</b>	<b>MAJOR CORE: 6 HISTORY OF INDIA FROM 1526 TO 1707 CE</b>
<b>Code</b>	<b>U22HI3MCT06</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>6</b>
<b>Total Hours</b>	<b>90</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**CONSPECTUS**

To enable the students acquire knowledge about Turkey's invasion and society, economy and culture after the consolidation of the Mughal rule in India.

**COURSE OBJECTIVE**

1. To understand the sources for the study of the Mughals and the political history and their political history and administration of Babur, Humayun and Sherh Shah.
2. To analyse the religious policy and Deccan Policy of the Mughal Rule Akbar, Jahangir, Shahjahan and Aurangazeb.
3. To evaluate the administrative features of the Mughal empire and analyse the legacy of art and architecture and literature under the Mughals.
4. To understand the cultural and religious developments under Mughals.
5. To analyse the rise, growth and decline of Maratha empire and their conflict with the Mughals.

**UNIT-I: EARLY MUGHALS AND AFGHAN INTERLUDE**

**18 HRS**

Sources for the study of the Mughal History - Significance of Babur's Invasion into India - Humayun's Conquest of Gujarat and his Tussle with Sher Shah - Sher Shah and the Sur Empire (1540-55) - Contribution of Sher Shah - Administration

*Extra Reading / Keywords: Panipat, Timurid dynasty, Turkish, Sur Empire*

*Map: Mughal Empire under Babur: Samarkhand, Kabul, Panipat, Khanva, Chanderi, Lahore, Delhi.*

**UNIT-II: THE MUGHALS – AKBAR TO JAHANGIR**

**18 HRS**

Akbar Consolidation and Expansion - Ibadat Khana - Policies of Akbar - Mansabdari System and the Army - Jahangir

*Extra Reading / Keywords: sūbadār, Islamic law, Prince Salīm*

*Map: Gwalior, Malwa and Gondwana, Rajasthan, Gujarat, Khandesh, Berar, Chitor Bihar and Bengal, Fatehpur Sikri*

**UNIT-III: NUR JAHAN TO AURANGZEB**

**18 HRS**

Nur Jahan - Shah Jahan – Golden Age – Aurangazeb - Administration of the Mughals - Downfall of the Mughal Empire.

*Extra Reading / Keywords: Battle of Jajau, Sacha Badshah*

*Map: Bikaner, Bundelkhand, Palamau, Assam, Bijapur, Golconda*

#### **UNIT-IV: CULTURAL AND RELIGIOUS DEVELOPMENTS**

**18 HRS**

Social Condition - Progress in Architecture - Painting, Music and Literature - Religious Ideas and Beliefs - Problems of Integration.

*Extra Reading / Keywords: Pietra Dura, Musamman Burj, Diwan-i- 'Am*

#### **UNIT-V: RISE OF MARATHA**

**18 HRS**

Rise of Marathas - Shivaji - Shivaji Administration and Achievements - Conflict with Aurangzeb - Bhakti Movements - Kabir, Guru Nanak, Ramanand - Rise of Peshwas - Aftermath of Shivaji.

*Extra Reading / Keywords: Sabhasad Bakhar, Barari Ghat*

*Map: Maratha Empire under Shivaji: Sinhagad, Raigad, Shivneri, Vijaydurg, Sindhudurg, Rajgad, Pratapgad.*

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

#### **TEXT BOOKS**

1. Alam, Muzaffar & Sanjay Subramanyam (1998). The Mughal State, OUP, Delhi.
2. Bakshi, S. R. (2002). Advanced History of Medieval India. Anmol Publication, New Delhi.
3. Chandra, Satish (1997). Historiography, Religion and State in Medieval India, Delhi.
4. Mehta J.L., Advanced Study in the History of Medieval India: Volume II Mughal Empire (1526-1707).
5. Nizami, K.A, (2002). Religion and Politics in India in the 13<sup>th</sup> Century, OUP, New Delhi.
6. Sathish Chandra, Medieval India, (2000). Har Anand Publications Pvt Ltd, New Delhi.

#### **SUGGESTED READINGS**

1. Alam Khan, Iqtadar, 1968. The Nobility under Akbar and the development of his religious policy, 1560-1580, Journal of the Royal Asiatic Society.
2. Athar Ali M., 1997. The Mughal nobility under Aurangzeb, revised edition, Delhi.
3. Audrey Truschke., 2017, Aurangzeb: The Life and Legacy of India's Most Controversial King, California.
4. Chandra, Satish, 1979. Medieval India: Society. The jagirdari crisis and the village, New Delhi.
5. Habib, Irfan, 1963. Agrarian system of Mughal India (1550-1707), Bombay.
6. Habib, Irfan and Tapan Raychaudhuri, 1982. The Cambridge Economic History of India, vol. 1, Cambridge.
7. Habib, Irfan (Ed.), 1992. Medieval India I: Researches in the History of India, 1200-1750, Delhi.
8. Moreland, W.H., 1998. Agrarian System of Mughal India, N. Delhi.
9. Raychaudhuri, T Mughal Empire under Akbar and Jehangir, Calcutta, 1953.
10. Richards, J.F. 1995. The Mughal Empire, Cambridge University Press.
11. Siddiqi, N.A., 1970. Land Revenue Administration under the Mughals, 1700-1750, Bombay.

#### **WEB REFERENCE**

[www.cec.nic.in](http://www.cec.nic.in)

## COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level (K1-K5)
CO-1	Infer knowledge on sources for the study of the Mughals and the political history of the Mughals from Babur to Sher Shah.	K1
CO-2	Understand the political history and various policies followed by the Mughal Rulers from Akbar to Aurangzeb;	K2
CO-3	Identify the development under the Vijayanagar Empire and Bhamani Kingdom in the field of art and literature	K3
CO-4	Analyze the socio economic and cultural condition of India under the Mughals	K4
CO-5	Evaluate the important features of the Mughal administration.	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
CO-1	H	H	M	M	-	M	H	M	M
CO-2	H	H	M	M	-	M	H	H	M
CO-3	H	M	M	M	-	M	H	H	M
CO-4	H	H	M	M	-	M	H	M	M
CO-5	H	H	M	M	-	M	H	M	M

## PSO – CO MAPPING

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

(For candidates admitted in the academic year 2022-2023)

<b>Course Title</b>	<b>MAJOR ELECTIVE 1: PRINCIPLES AND METHODS OF ARCHAEOLOGY</b>
<b>Code</b>	<b>U22HI3MET01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>4</b>
<b>Total Hours</b>	<b>60</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

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

### COURSE OBJECTIVES

1. To understand the meaning, scope, and types of Archaeology
2. To trace the history of archaeology along with the theoretical approaches to archaeology
3. To understand exploration and excavation methods
4. To evaluate the various dating methods in archaeology
5. To know the important features of excavated sites of prehistoric, protohistoric, and historic periods in India.

### UNIT-I: INTRODUCTION TO ARCHAEOLOGY

**12 HRS**

Definition and Scope of Archaeology - Types of Archaeology - Ethno-archaeology, Geo-archaeology, Salvage Archaeology - Classification of Archaeology - Prehistoric Archaeology, Proto Historic Archaeology & Historical Archaeology - Archaeology and other Disciplines - Anthropology, Geology, Botany, Zoology, Physics, History.

*Extra Reading / Keywords: Artefacts, Excavation, CRM*

### UNIT-II: HISTORY OF ARCHAEOLOGY AND APPROACHES TO ARCHAEOLOGY

**12 HRS**

A Brief History of Archaeology in the World - Classical Archaeology, Three Age System, Antiquarianism, Scientific Archaeology - History of Archaeology in India - Indological studies, Asiatic Society of India, Post-Independence era - Approaches to Archaeology – Culture - Historical approach, Descriptive to Quantitative - Processual and post Processual Approaches.

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

### UNIT-III: EXPLORATION AND EXCAVATION METHODS

**12 HRS**

Site Survey - Survey methods, Sampling methods, Geophysical Methods - Survey Equipment and Excavation tools and Staff - Types of Excavation - Stratigraphy, Horizontal Excavation, Vertical Excavation, Quadrant Method - Archaeological Recording- Maps, soil description, Antiquity register.

*Extra Reading / Keywords: Harris Matrix, GIS*

**UNIT-IV: DATING METHODS IN ARCHAEOLOGY****12 HRS**

Dating Methods in Archaeology - Relative and Absolute - Relative Dating - Historical Dating, stratigraphy, and seriation - Absolute dating - Radio Carbon, Tree ring method, Thermoluminescence - Other dating methods - Inscriptional dating, eras - Saka era and Vikrama era.

*Extra Reading / Keywords: Dendrochronology, AMS*

**UNIT-V: STUDY OF SELECT EXCAVATED SITES IN INDIA****12 HRS**

Prehistoric Sites - AHIRAMPACKAM, BHIMBETKA - Protohistoric Sites - BURZAHOM, DHOLAVIRA - Historical sites - ARIKAMEDU, PATTANAM, Marine Archaeological Sites - DWARAKA, POOMPUHAR.

*Extra Reading / Keywords: External trade, Rockart, Underwater archaeology*

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

**TEXTBOOKS**

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 READINGS**

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

## WEB REFERENCES

1. <https://www.sciencedirect.com/referencework/9780123739629/encyclopedia-of-archaeology>
2. <https://asi.nic.in>
3. <https://archive.org/details/archaeologytheor00renf>

## COURSE OUTCOME

CO No.	Course Outcomes	Cognitive Level (K1-K5)
CO-1	Understand the definition and nature of sites from prehistoric to historical periods	K1
CO-2	Summarise various types of archaeology and archaeology's relation with other disciplines	K2
CO-3	Interpret the archaeological data through exploration and excavation methods	K3
CO-4	Analyse the antiquity of archaeological data through relative and absolute dating methods	K4
CO-5	Evaluate the theoretical approaches in archaeology with special reference to processual and post-processual archaeology	K5

## MAPPING CO-PO

CO- PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	H	H	H	M	-	-	H	M	-
CO2	H	H	H	H	-	M	H	H	-
CO3	H	H	H	H	H	M	H	H	-
CO4	M	H	M	H	-	-	H	-	-
CO5	H	H	-	-	-	M	H	H	-

## PSO – CO MAPPING

CO/PSO	PSO 1	PSO2	PSO3
CO1	H	H	M
CO2	H	H	H
CO3	H	H	M
CO4	H	H	M
CO5	H	H	H



(For candidates admitted in the academic year 2022-2023)

<b>Course Title</b>	<b>ALLIED 4: HISTORY OF SUBALTERN PEOPLE</b>
<b>Code</b>	<b>U22HI3ALT04</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>4</b>
<b>Total Hours</b>	<b>60</b>
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

The students will be able to acquire knowledge for the study of Subaltern people and the discrimination against Women, Peasants and Dalits in India.

### COURSE OBJECTIVES

1. To understand the importance of Subaltern studies
2. To analyse the condition of Indian Women through the ages
3. To understand the Peasant Movements in pre- and post- independence periods
4. To analyse the importance of Dalit movements
5. To understand the significance of labour movements

### UNIT-I: NEED FOR STUDYING 'SUBALTERN PEOPLE' 12 HRS

Meaning and Definition of Subaltern- Conceptual clarification on 'Subaltern Studies'. Historical background of Subaltern Studies- The need for studying 'subaltern' People.

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

### UNIT-II: CONDITION OF INDIAN WOMEN THROUGH THE AGES 12 HRS

Indian Women through the Ages – Ancient, Medieval - Women in Modern India. Socio and Economic status of women-Political and educational status of women.

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

### UNIT-III: PEASANT MOVEMENTS 12 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.

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

### UNIT-IV: DALIT MOVEMENTS 12 HRS

Dalit: History - Discrimination - Role played by Ambedkar and Mahatma Phule. Legal protection for Dalits -.Dalit Movements - Ayothidasa Pandit - Buddhist Dalit Movement – Temple Entry Movement - Contribution of Dalits and Non-Dalits.

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

### UNIT-V: LABOUR MOVEMENTS 12 HRS

Labourers: Rural workforce - Labourers: Urban workforce - Labour movements in modern India - All India Trade Union Congress, Hindu Mazdoor Sabha, Bharatiya Mazdoor Sangh -

Labour Laws - Post Independent India - Wage related labour legislations - Payment of Wages Act, Minimum Wages Act.

**Extra Reading / Keywords:** Bahujan Samaj Party, Political party

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

### TEXT BOOKS

1. Chakrabarty, Dipesh (2015). "Subaltern Studies in Retrospect and Reminiscence," *South Asia: Journal of South Asian Studies*, vol. 38,
2. Gayatri Spivak (2007). *Ethics, Subalternity and the Critique of Postcolonial Reason*, Polity publishers, Cambridge, UK.
3. Gayatri Spivak (2006). *Subaltern Studies, Deconstructing Historiography*, Routledge publications, New York.
4. Guha Ranjit (1994). *Subaltern Studies (Six Volumes)*, OUP, New Delhi.

### SUGGESTED REFERENCES

1. Chakrabarty, Dipesh. (2000) "Subaltern Studies and Postcolonial Historiography." *Nepantla: Views from South*, vol. 1, no. 1.
2. Chakrabarty, Dipesh.(2002) *Habitations of Modernity : Essays in the Wake of Subaltern Studies*. University of Chicago Press.
3. Guha Ranjit (1999) *Subaltern Studies: Writings on South Asian History and Society*, Oxford University Press, London.
4. Guha Ranjit (2000), *Subaltern studies Reader, 1986-1995, Society, Government and Urban Growth*, Oxford University Press, London.
5. James Massey (1989). *A concise History of Dalits*, Bangalore.
6. Kamble, J.R. (1979). *Rights and Awakening of Depressed Class in India*, National Publication, New Delhi.
7. Rastogi P.N (1975). *The Nature and dynamics of factional conflict*, Macmillan, New Delhi.
8. Pattenden, Jonathan. (2016). *Labour, State and Society in Rural South India: A Class-Relational Approach*. Manchester: Manchester University Press

### WEB REFERENCES

1. <https://cec.nic.in>
2. <https://egyankosh.ac.in>

### COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level (K1-K5)
CO-1	Understand the meaning and definition of Subaltern and conceptual clarification of Subaltern Studies.	K1
CO-2	Explain the Indian Women through the Ages along with feminist theories and discuss the peasants as a subaltern group;	K2
CO-3	Illustrate the contribution of Ambedkar, Mahatma and Phule in preserving Dalit Rights through their Dalit Movements in India.	K3
CO-4	Analyse the labour movement in British India and independent India	K4
CO-5	Evaluate the role of Labour laws in preserving the rights of labourers.	K5

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

**PO – CO MAPPING**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>
CO-1	M	H	H	H	M	-	H	H	H
CO-2	H	H	H	H	H	-	H	H	H
CO-3	H	H	H	H	H	-	H	H	H
CO-4	M	H	H	H	M	-	H	H	H
CO-5	H	H	H	H	H	-	H	H	H

**PSO – CO MAPPING**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
CO-1	H	H	H
CO-2	H	H	M
CO-3	H	H	H
CO-4	H	H	M
CO-5	H	H	H

(For candidates admitted in the academic year 2022-2023)

<b>Course Title</b>	<b>ALLIED-4-AN OVERVIEW OF HISTORY OF INDIA FROM PREHISTORY TO 1707 C.E.</b>
<b>Code</b>	<b>U22HI3ALT07</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>4</b>
<b>Total Hours</b>	<b>60</b>
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

To enable the students to understand the various Cultures, civilizations, religion, art and architecture of India.

### COURSE OBJECTIVES

1. To understand the Prehistoric period and the features of the prehistoric period and Indus valley civilization
2. To learn the society and culture during the Vedic age and Later Vedic age.
3. To explain the features of the Mauryan Empire and its impact on Indian history
4. To study the Gupta period and their Art, Architecture along with the Vardhana dynasty and Rajputs.
5. To understand the Delhi Sultanate and the Mughal Empire in India and socio-economic and cultural conditions of India under the Mughals.

### UNIT-I: PRE AND PROTO HISTORY

**12 HRS**

An outline of Indian Geography- Stone Age culture – Paleolithic, Mesolithic and Neolithic. Metal Age - Indus Valley Civilization.

*Extra Reading / Keywords: Archeology excavation, Artifacts, Civilization.*

### UNIT-II: VEDIC AND POST VEDIC PERIOD

**12 HRS**

The Rig Vedic and Later Vedic period - Rise of Magadha - Jainism and Buddhism Alexander's Invasion

*Extra Reading / Keywords: Vedic Society, Religions of the World, Magajanapada*

### UNIT-III: MAURYANS AND THE GUPTA'S

**12 HRS**

Socio-economic and cultural conditions of Mauryans - Administration of Mauryan and the rule of King Asoka - Age of Guptas - Art and architecture of Guptas.

*Extra Reading / Keywords: Structure, Stupas, Architecture.*

### UNIT-IV: VARDHANA DYNASTY TO ARAB INVASION

**12 HRS**

Political Career of Harsha Vardhana - Rise of Rajputs - theories alone - Advent of Arab in India and Foundation of the Delhi Sultanate - Alaudin Khilji marketing policies and Reforms of Muhammad bin Tughluq.

*Extra Reading / Keywords: Lodi dynasty, Foreign Invasions, Currency system, Administration.*

## **UNIT-V: ESTABLISHMENT OF MUGHAL EMPIRE IN INDIA**

**12 HRS**

Condition of India on the eve of Babar's invasion and Consolidation of Mughal empire - Mughal empire from Akbar to Aurangzeb - Social-economic condition and literature under the Mughals - Art and architecture under the Mughals.

*Extra Reading / Keywords: Mansabdari system, Chahalgani system, Iqtadari system.*

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

### **TEXTBOOKS**

1. Chandra Satish (2007). A History of Medieval India, Orient Black Swan publication, Hyderabad.
2. Nilakanta Sastri, K.A. (1950). An Comprehensive History of India, Art Press, Madras.
3. Upinder Singh (2018). A History of Ancient and Early Medieval India, Pearson India Education Services Pvt Ltd, New Delhi.
4. Majumdar, R.C. et al. (1974). *An Advanced History of India*, MacMillan, Delhi.
5. Sharma, R.S. (2017). India's Ancient Past, Oxford University Press, New Delhi.
6. Ranabir Chakravarti (2016). *Exploring Early India upto c. AD 1300*, Primus Books, New Delhi.
7. Romila Thapar (2002). *The Penguin History of Early India: From the origin to A.D. 1300*, Penguin Books, New Delhi.

### **SUGGESTED READINGS**

1. Basham, A.L. (1967). The Wonder that was India, Rup & Co, New Delhi.
2. Kosambi D.D. (2016). An Introduction to the Study of Indian History, Sage Publications India Private Limited, New Delhi, India.
3. Kosambi, D.D. (1992). The Culture and Civilization of Ancient India. Vikas Publishing, New Delhi.
4. Majumdar, R.C. (2020). An Advanced History of India, Laxmi Publications Pvt. Ltd, New Delhi.
5. Panikkar, K.M. (1947). A Survey of Indian History, National Information Trust Pvt. Ltd, Mumbai.
6. Sathiyathatha Iyer, R. (1974). History of India Vol. I, Viswanathan Publication Pvt Ltd, Chennai.
7. Sharma (1921). Ancient India, Luzzac & co., Madras.
8. Smith Vincent (1920). A History of India, Oxford Publication, Oxford.
9. Upinder Singh (2009). Ancient India, Pearson Education India, Delhi.

### **WEB REFERENCES**

1. <https://cec.nic.in>
2. <https://egyankosh.ac.in>
3. <https://www.vidyamandir.com>

## COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level (K1-K5)
CO-1	Remember the important dynasties which ruled India from the pre-History to till the Mughals	K1
CO-2	Understand the socio-economic conditions and different architectures of India from the pre-historic times till the Mughals.	K2
CO-3	Examine the social values of the people and various architecture types from the pre-historic times till the Mughals and employ them in the current society to understand its evolution over the course of time.	K3
CO-4	Analyse the causes for the rise and fall of different dynasties of India from the pre-History till the Mughals	K4
CO-5	Evaluate the socio-economic and cultural contribution of important rulers of different dynasties to India from the pre- History till the Mughals.	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	M	M	M	--	M	H	H	M
CO2	H	H	M	M	--	M	H	H	M
CO3	M	M	M	M	--	H	H	H	M
CO4	H	H	H	M	--	M	H	H	M
CO5	H	H	M	M	--	M	H	H	H

## 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
CO5	H	H	M

(For candidates admitted in the academic year 2022-2023)

<b>Course Title</b>	<b>ALLIED -5 WOMEN AND LAW</b>
<b>Code</b>	<b>U22HI3ALT05</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>4</b>
<b>Total Hours</b>	<b>60</b>
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

To understand the rights of women, legal rights, obligations and the role of law for social transformation, legal empowerment, redressed mechanisms and the protection of women under the law.

### COURSE OBJECTIVES

1. To understand the background of laws pertaining to women during the Colonial legal System.
2. To remember the provisions of the Constitution of India, important personal and criminal laws, human rights laws and discourse in the social context
3. To analyze the role of law and protection mechanisms for the marital rights of women.
4. To access the legal provisions related to women with reference to Criminal laws.
5. To study the various women-related labour laws and specified protective measures.

### UNIT-I: WOMEN AND LAW IN COLONIAL INDIA: PREVAILING LEGACIES OF COLONIAL LEGAL SYSTEM 12 HRS

Status of Women in Colonial India - Codification of Law under the Colonial Rule - Legislative Interventions relating to Issue - Sati, Widow Remarriage, Female Infanticide - Judicial Pronouncements relating to Sridhanam - Age of Consent and Child Marriage

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

### UNIT-II: LAWS & LEGAL SYSTEMS ON WOMEN'S RIGHTS 12 HRS

Emergence of Constitutional Law and Legal Framework - Constitutional guarantees for women – Legal provisions for women - Special initiatives for women.

*Extra Reading / Keywords: Legal interventions, Enhancement of Fundamental rights (Art 32, 226)*

### UNIT-III: WOMEN AND MARITAL RIGHTS & ACTS TO PROTECT WOMEN 12 HRS

Women's rights within Marriage and divorce under Different Personal Law – Hindu Marriage Act, 1955, Hindu Succession Act, 1956, Muslim Personal Law (Shariat Act 1937, The Indian Christian Marriage Act, 1872 - Family Courts Act 1984 – Protection of Women from Domestic Violence (Prohibition) Act 2005 - Women's Property Rights Act, 2019.

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

#### **UNIT-IV: ENSURING THE GENDER EQUAITY THROUGH THE LEGALISATION** **12 HRS**

The Medical Termination of Pregnancy Act, 1971 - Pre-natal Diagnostic Techniques (Prevention and Misuse) Act 1994 - Nirbhaya Act 2013 - Prevention, Prohibition and Redressal of Sexual Harassment of Women at Work Place Act 2013 and POSCO Act, 2013.

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

#### **UNIT-V: WOMEN AND LABOUR LAWS** **12 HRS**

Minimum wages Act, 1948 - Equal Remuneration Act, 1976 - Maternity Benefit Act 1961 - The new company Act, 2013.

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

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

#### **TEXT BOOKS**

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

#### **SUGGESTED READINGS**

1. Archana Parashar (1992), Women and Family Law Reform in India: Uniform Civil Code and Gender Equality, New Delhi: Sage Publications.
2. Archana Parashar and Amita Dhanda (ed.) (2007), Feminist Terrains in Legal Domains, New Delhi: Kali for Women.
3. Bharati Roy (ed.) (2005), Women of India: Colonial and Post-Colonial Periods (Vol. IX, Part-3, New Delhi: Centre for Studies in Civilization
4. Cecile Fabre (2007), Justice in a Changing World, UK: Polity Press.
5. Flavia Agnes (2001), Law and Gender Inequality: Politics of Women's Rights in India, New Delhi: Oxford University Press.
6. Flavia Agnes (2011), Family Law: Marriage, Divorce and Matrimonial Litigation (Vol. II), New Delhi: Oxford University Press.
7. Geetanjali Gangoli (2007), Indian Feminisms: Law, Patriarchies and Violence in India, Routledge.
8. Indira Jaising and Monica Sakhrani (eds.) (2007), Law of Domestic Violence: A User's Manual for Women, Universal Law Pub. Co.
9. Janaki Nair (1996), Women in Colonial Law: A Social History, New Delhi: National Law School of India.
10. R. V. Kelkar (2007), Criminal Procedure (Revised by K.N. Chandrashekhara Pillai), Eastern Book Company.
11. Rajeshwari Sunder Rajan (2004), The Scandal of the State: Women, Law and Citizenship In postcolonial India, New Delhi: Permanent Black.
12. Ratna Kapur (ed.) (1996), Feminist Terrains in Legal Domains, New Delhi.
13. Vasudha Dhagamwar (1992) Law, Power and Justice: The Protection of Personal Rights in the Indian Penal Code, New Delhi: Sage Publications.



## WEB REFERENCES

1. [www.womenlawsindia.com](http://www.womenlawsindia.com)
2. [www.labour.gov.in](http://www.labour.gov.in)

## COURSE OUTCOMES

CO NO.	COURSE OUTCOMES	Cognitive Level (K1-K5)
CO-1	Understand the status of women and Codification of law under colonial rule.	K1
CO-2	Summarize the impact of various Legislative interventions relating to social Issues like dowry, sati and female infanticide.	K2
CO-3	Explore the protection and redressal mechanisms available for offences committed against women and children.	K3
CO-4	Analyze the contribution of the legal rights involved in the prevention and implementation of women's rights in the workplace.	K4
CO-5	Evaluate the ever changing legislation for women in the contemporary world.	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	M	H	M	H	H	M	-	H	M
CO2	H	H	M	H	H	M	M	H	M
CO3	M	M	M	M	H	M	M	H	M
CO4	H	H	M	M	H	H	H	H	M
CO5	M	M	H	H	H	M	M	H	M

## PSO-CO MAPPING

PSO/CO	PSO1	PSO2	PSO3
CO1	H	H	M
CO2	H	H	M
CO3	M	H	M
CO4	H	H	H
CO5	H	H	M

(For candidates admitted in the academic year 2022-2023)

<b>Course Title</b>	<b>MSBE2: INTRODUCTION TO EPIGRAPHY IN TAMIL REGION</b>
<b>Code</b>	<b>U22HI3SBT02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>2</b>
<b>Total Hours</b>	<b>30</b>
<b>Credits</b>	<b>1</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

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

### COURSE OBJECTIVES

1. To understand the origin and development of scripts and the importance of epigraphy.
2. To study the origin, important find the places of the Brahmi inscriptions and the significance of the Tamil Brahmi script.
3. To understand the features of the earlier inscriptions of Tamil country in historical periods.
4. To analyse the significance of copper plate inscriptions.
5. To apply the knowledge of scripts practically in the study of inscriptions in Tamil Nadu.

### UNIT-I: INTRODUCTION TO EPIGRAPHY AND PALAEOGRAPHY **6 HRS**

Origin and Development of Scripts in India with special reference to Tamil region – Palaeography - Graffiti, Tamil Brahmi (Tamili), Vatteluthu - Decipherment of scripts - Brahmi, Vatteluthu - Epigraphic evidence for historical reconstruction.

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

### UNIT-II: TAMIL BRAHMI INSCRIPTIONS **6 HRS**

Origin and development of Tamil Brahmi script - Important Find places - Significance of Tamil Brahmi inscriptions - Important Inscriptions in Tamil Brahmi – Pulimankombai - Pugalur – Jambai.

*Extra Reading / Keywords: Cattle lifting, Hero stones*

### UNIT-III: EARLY INSCRIPTIONS **6 HRS**

Pallava Inscriptions – Mandagapattu Inscription of Mahendra Varma I - Chola Inscriptions - Rajarajeswara temple inscription of Rajaraj I, Pandya Inscriptions - Hero stone inscription at Vizhinam - Chera Inscriptions - Perunna Inscription of Bhaskara Ravi Varma

*Extra Reading / Keywords: Devadana, Brahmadeya, Thiurnamathukaani*

### UNIT-IV: COPPER PLATES **6 HRS**

Pallava copper plates – Kasakudi - Pandya copper plates - Velvikudi - Cholas copper plates - Tiruvalangadu - Cheras copper plates - Jewish copper plates.

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

**UNIT-V: PRACTICAL TRAINING****6 HRS**

Practical training in Tamil Brahmi script - Recording an inscription - Materials - Estampage of inscriptions - Method - Reading and Writing of Tamil Brahmi.

*Extra Reading / Keywords: Text Analysis, Transliteration*

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

**TEXTBOOKS**

1. Sircar D.C. (1996). Indian epigraphy. Motilal Banarasi Das. New Delhi.
2. Rajan, K. (2006). Kalvettiyal, Mano Pathippagam, Thanjavur.

**SUGGESTED READINGS**

1. Bhavani M. (2017). Tamilaga Varalaarruaavanangal (Kalvettukalumcheppudukalum). Chennai: Alamu Printers.
2. Dani, A.H. (1986). Indian Epigraphy. New Delhi: Munshiram Manoharlal.
3. 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.
4. Mahalingam, T.V. (1988). Inscriptions of the Pallavas. Delhi: Agam Prakashan.
5. Rajan, K. (2006). Pulimankombai Sangakala Nadukarkal. Aavanam 17.
6. Ramesh, K.V. (1984). Indian Epigraphy, vol. 1. Delhi: Sundeep Prakashan.
7. Sridhar, T.S. (2006). Tamil Brahmi Kalvettugal. Chennai: Tamil Nadu State Department of Archaeology.
8. Subbarayalu, Y.S. and Raju, S. (2001). Tamil Kalvettiyalum varalarum. Thanjavur: Tamil University.
9. Subrahmanian, N. and Venkataraman, R. (1980). Tamil Epigraphy. Madurai: Ennes Publications.

**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.	Course Outcomes	Cognitive Level (K1-K5)
CO-1	Understand the origin and development of scripts and the importance of epigraphy	K1
CO-2	Summarise important find places and significance of Tamil Brahmi script	K2
CO-3	Interpret the epigraphical data for better application in the modern context.	K3
CO-4	Analyse the significance of copper plate inscriptions	K4
CO-5	Evaluate the knowledge of scripts practically in the study of inscriptions in Tamil Nadu	K5

**PO – CO MAPPING**

<b>CO-PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>
CO1	H	H	H	M	-	-	H	M	M
CO2	H	H	H	H	-	M	H	H	M
CO3	M	H	H	H	H	M	H	H	H
CO4	M	H	M	H	-	-	H	H	H
CO5	H	H	-	H	-	M	H	H	M

**PSO – CO MAPPING**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO2</b>	<b>PSO3</b>
CO1	H	H	M
CO2	M	H	M
CO3	H	H	M
CO4	H	H	H
CO5	H	H	M

(For candidates admitted in the academic year 2022-2023)

<b>Course Title</b>	<b>NME -1: PLACES OF TOURIST INTERESTS IN INDIA</b>
<b>Code</b>	<b>U22HI3NMT01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>2</b>
<b>Total Hours</b>	<b>30</b>
<b>Credits</b>	<b>2</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

To study the important tourist places in Tamil Nadu, South India, North India and the North Eastern Region.

### COURSE OBJECTIVES

1. To identify the tourist places in Tamil Nadu, South India, North India and the North Eastern regions.
2. To understand the definitions and components of Tourism.
3. To compare the tourist places of South India and North India.
4. To prepare a tour itinerary for Tamil Nadu and south India.
5. To analyze the contribution of the tourist places of India towards the growth of tourism sector in India.

### UNIT-I: MEANING AND DEFINITION

**6 HRS**

Meaning and types of Tourism - Basic components of tourist places - Attraction, Accessibility, Accommodation - Transportation in tourism.

*Extra reading / Key Words: Boundaries, National, International, Airport Authority of India*

### UNIT-II: IMPORTANT TOURIST CENTERS IN TAMIL NADU

**6 HRS**

Chennai - Mahabalipuram, Tiruchirappalli - Kallanai Dam, Madurai - Meenakshi Amman temple – Kanyakumari - Thiruvalluvar statue, Rameswaram - Dhanushkodi beach point - Kodaikanal, Ooty.

*Extra Reading / Key Words: Pondicherry, Mudumalai National Park*

### UNIT-III: IMPORTANT TOURIST CENTERS IN SOUTH INDIA

**6 HRS**

Kerala – Cochin, Wayanad - Karnataka – Mysore, Hampi - Andhra Pradesh - Amaravati, Telengana – Hyderabad.

*Extra Reading / Key Words: Alappuzha, Vishakapatnam*

### UNIT-IV: IMPORTANT TOURIST CENTERS IN NORTH INDIA

**6 HRS**

Jammu & Kashmir – Srinagar - Gulmarg – Delhi - Red Fort - India Gate – Rajasthan – Jaipur – Udaipur.

*Extra reading / Key Words: Humayun's Tomb, Ranthambore*

**UNIT-V: IMPORTANT TOURIST CENTERS IN NORTH EAST 6 HRS**

Assam - Kaziranga National Park - Kamakhya Temple - Arunachal Pradesh - Tawang – Itanagar – Meghalaya – Cheerapunji - Shillong.

*Extra Reading / Key Words:* Manas National Park, Sela Pass

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

**TEXT BOOKS**

1. Bezbaruah, M.P. (1999). Indian Tourism: Beyond The Millennium, New Delhi: Gyan Publishing House.
2. Prannath Seth (2000). India, Traveller’s Companion, New Delhi: Sterling Publishers Pvt. Ltd.
3. Robinet Jacob (2013). Places of touristic interest in India, New Delhi: Abhijeet Publications Pvt. Ltd.

**SUGGESTED REFERENCES**

1. Mathur Anurag (2016). Indian Tourism: Tourist Places of India.
2. Babu Vijaya, K. (2014). Tourism in India, Zenon Academic Publishing, Hyderabad.
3. Jayapalan, N. (2001). An Introduction to Tourism, Atlantic Publishers, New Delhi.
4. Singh, L.K. (2008). Indian Cultural Heritage Perspective for Tourism, Isha books, Delhi.

**WEB REFERENCE**

1. <https://tourism.gov.in/>
2. <https://itdc.co.in/>
3. <https://chengalpattu.nic.in/tourist-place/mamallapuram/>
4. <https://hrce.tn.gov.in/hrcehome/index.php>
5. <https://www.mapsofindia.com/maps/northeast/sevensisters.htm>
6. <http://www.incredibleindia-tourism.org/north-india-tourism/>
7. <https://www.tajmahal.gov.in/>

**COURSE OUTCOMES**

CO No.	Course Outcomes	Cognitive Level (K1-K5)
CO-1	Understand the basics of Tourism.	K1
CO-2	Identify the important cities in Tamil Nadu, South India, North India and the North eastern regions	K2
CO-3	Apply the procedures to start travel agencies and to become travel agents and tour operators.	K3
CO-4	Analyze the importance of tourist places in India and the impacts of vandalism of monuments on tourism.	K4
CO-5	Critically evaluate the contribution of tourism to the progress of economy.	K5

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

**PO – CO MAPPING**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>
CO-1	H	M	M	M	-	M	H	M	H
CO-2	H	H	M	M	-	M	H	H	M
CO-3	H	H	H	M	-	M	H	M	H
CO-4	H	M	M	M	-	M	H	H	M
CO-5	H	H	M	M	-	M	H	H	M

**PSO – CO MAPPING**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
CO-1	H	H	M
CO-2	H	H	M
CO-3	H	H	H
CO-4	H	H	M
CO-5	M	H	M

**(For candidates admitted in the academic Year 2021-22)**  
**HOLY CROSS COLLEGE (Autonomous), TIRUCHIRAPPALLI**  
**SCHOOL OF HUMANITIES**  
**PG & RESEARCH DEPARTMENT OF HISTORY**  
**LEARNING OUTCOME-BASED CURRICULUM FRAMEWORK (LOCF)**

Semester	Part	Course	Title of the Course	Code	Hours / Week	Credits	Marks					
I	I	Language	General Tamil –I/ Hindi Paper-I/ French Paper-I	U21TL1GEN01 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					
		MSBE-1	Museology	U21HI1SBT01	2	1	100					
IV	EVS	Environmental Studies	U21RE1EST01	2	1	100						
	Value Education	Ethics-I/ Bible Studies-I/ Catechism-I	U21VE2LVE01 U21VE2LVB01/ U21VE2LVC01	1								
	VI	Service Oriented Course	-	-	-	-						
		Internship / Field Work / Field Project	U21SP1ECC01		2	100						
		30 Hours-Extra Credit										
<b>Total</b>					<b>30</b>	<b>21+2</b>	<b>900</b>					
II	I	Language	General Tamil II/ Hindi II/ French II	U21TL2GEN02 U21HN2HIN02/ U21FR2FRE02	3	3	100					
			II	English				General English–II	U21EL2GEN02	3	3	100
			III	Major Core-3				History of India from 712 to 1526C.E	U21HI2MCT03	5	4	100
	Major Core-4	History of Tamilnadu upto 1279CE		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		U21HI2ALT03	4	2	100					
	IV	Skill Based Course (SBC)–1	Soft Skills Development	U21SS2SBC01	2	1	100					
		Skill Based Course (SBC)–2	Sustainable Rural Development and Student Social Responsibility	U21RE2SBC02	2	1	100					
		Industrial Relation	Introduction to Archaeology and Epigraphy	U21HI2IRT01	1	1	100					
		Value Education	Ethics-I/ Bible Studies I/ Catechism I	U21VE2LVE01/ U21VE2LVB01/ U21VE2LVC01	1	1	100					
	VI		Service Oriented Course	-	-	-	-					
			Internship / Field Work / Field Project 30 Hours- Extra Credit	U21SP2ECC02		2	100					
<b>Total</b>					<b>30</b>	<b>23+2</b>	<b>1000+100</b>					



Semester	Part	Course	Title of the Course	Code	Hours / Week	Credits	Marks					
III	I	Language	General Tamil-III	U21TL3GEN03	3	3	100					
			Hindi Paper-III	U21HN3HIN03								
			French Paper-III	U21FR3FRE03								
	II	English	General English-III	U21EL3GEN03	3	3	100					
	III	Major Core-6	Major Core-6	History of India from 1526 to 1707 C.E	U21HI3MCT06	5	4	100				
				Major Elective-1	Principles and Methods of Archaeology / Archives Keeping	U21HI3MET01 U21HI3MET02	4	3	100			
				Allied-4	English for Travel and Tourism	U21EL3ALT04	4	2	100			
				Allied-5	Communication Skills in English	U21EL3ALT05	4	2	100			
				MSBE-2	Introduction to Epigraphy in Tamil Region	U21HI3SBT02	2	1	100			
				IV	NME-1	Non-Major Elective-1		-	3	3	100	
	Gender Studies	Gender Studies	U21WS3GST01				1	1	100			
	Value Education	Ethics-II / Catechism-II / Bible Studies-II	U21VE4LVE02/ U21VE4LVC02/ U21VE4LVB02				1					
	VI	SOC	Service Oriented Course		-	-	-					
				Internship	Internship / Field Work / Field Project 30 Hours-Extra Credit	U21SP3ECC03		2	100			
<b>Total</b>						<b>30</b>	<b>22+2</b>	<b>1000</b>				
IV	I	Language	General Tamil-IV/ Hindi-IV/ French-IV	U21TL4GEN04/ U21HN4HIN04/ U21FR4FRE04	3	3	100					
			II	English				General English-IV	U21EL4GEN04	3	3	100
			III	Major Core-7				History of India from 1707 to 1857CE	U21HI4MCT07	6	5	100
		Major Core-8	History of Tamil Nadu from Second Pandyan Empire to India Independence	U21HI4MCT08	6	4	100					
		Major Elective-2	Principles of Government / Human Rights	U21HI4MET03 U21HI4MET04	4	3	100					
		Allied-6	NgħLbjNjuTjjko	U21TL4ALT07	4	2	100					
		NME-2	Non-Major Elective-2	-	3	3	100					
	IV	Value Education	Ethics / Catechism / Bible Studies	U21VE4LVE02/ U21VE4LVC02/ U21VE4LVB02	1	1	100					
	VI	SOC-Extension activity outside the class hours from Semester I-IV					2	100				
		Internship / Field Work / Field Project 30Hours -Extra Credit	U21SP4ECC04		2	100						
			<b>Total</b>			<b>30</b>	<b>24+2+2</b>	<b>1000</b>				
V	III	Major Core-9	History of India from 1858 to 1947 CE	U21HI5MCT09	6	5	100					
		Major Core-10	History of Europe from fall of Constantinople to French Revolution	U23HI5MCT10	6	5	100					
		Major Core-11	Introduction to Historiography	U21HI5MCT11	5	5	100					
		Major Core-12	History of Dravidian Movement	U23HI5MCT12	5	4	100					
		Major Elective-3	Indian Constitution / Indian History for Competitive Exams	U21HI5MET05/ U21HI5MET06	4	3	100					
	IV	NME-3	Non-Major Elective-3	U21HI5NMT03	3	3	100					
		Online Course	Online Course	U21OC5ECT01		2	100					
		Value Education	Ethics / Catechism / Bible Studies	U21VE6LVE03/ U21VE6LVC03/ U21VE6LVB03	1							
	VI	Internship	Internship/Field Work/ Field Project 30 Hours - Extra Credit	U21SP5ECC05		2	100					
		<b>Total</b>			<b>30</b>	<b>25+2+2</b>	<b>800</b>					

Semester	Part	Course	Title of the Course	Code	Hours / Week	Credits	Marks
VI	III	Major Core-13	History of India From 1858 to 1947 C.E.	U21HI6MCT13	6	5	100
		Major Core-14	World History from 1804 to 1945 CE	U21HI6MCT14	5	5	100
		Major Core-15	Intellectual History of India	U21HI6MCT15	5	5	100
		Major Core-16	History of Tamil Nadu from 1947 to 2018 C.E	U21HI6MCT16	4	3	100
		Major Elective-4	International Relations from 1945 to 1991 C.E./ Introduction to Museology	U21HI6MET07/ U21HI6MET08	4	3	100
	IV	NME-4	Non-Major Elective-4	-----	3	3	100
		SBC-3	Research Methodology	U21DS6SBC03	2	1	100
		Value Education	Ethics / Catechism / Bible Studies	U21VE6LVE03/ U21VE6LVC03/ U21VE6LVB03	1	-	
	V	Extension Activity	RESCAPES-Impact Study of Project			4	100
	VI	Internship	Internship / Field Work / Field Project 30 Hours – Extra Credit	U21SP6ECC06		2	100
			<b>Total</b>		<b>30</b>	<b>25+6</b>	<b>900</b>
			<b>Grand Total</b>		<b>180</b>	<b>140+20</b>	<b>5700</b>
III	III	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)	U21HI3ALT04/ U21HI3ALT07	4	2	100
		Allied -5	Women and Law (For II B.A. English)	U21HI3ALT05	4	2	100
IV	III	Allied-6	Indian Indigenous Culture (For II B.A. English) / An Overview on History of India from 1757 to 1947 C.E (Rehab) / Indian Constitution (For II B.A. Tamil)	U21HI4ALT06 / U21HI4ALT08 / U21HI4ALT09	4	2	100

**LIST OF NME PAPERS OFFERED BY THE DEPARTMENT**

<b>Semester</b>	<b>Part</b>	<b>Course</b>	<b>Title of the Course</b>	<b>Code</b>	<b>Hours / Week</b>	<b>Credits</b>	<b>Marks</b>
III	IV	NME-1	Places of Tourist Interests in India	U21HI3NMT01	2	2	100
IV	IV	NME-2	Tourism products of India	U21HI4NMT02	2	2	100
V	IV	NME-3	Tourism and Travel Formalities	U21HI5NMT03	2	2	100
VI	IV	NME-4	Tourism and Hospitality Management	U21HI6NMT04	2	2	100

**(For candidates admitted in the academic Year 2021-22)**  
**Third Year Semester-V**

<b>Course Title</b>	<b>MAJORCORE: 9 HISTORY OF INDIA FROM 1858 TO 1947 C.E.</b>
<b>Code</b>	<b>U21HI5MCT09</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>6</b>
<b>Total Hours</b>	<b>90</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

### **CONSPECTUS**

To enable the students acquire knowledge about administrative structure and policies, political consequences from 1858-85, emergence of Indian nationalism, final phase of nationalism, transfer of power from British to India.

### **COURSE OBJECTIVE**

1. To understand the Queen's Proclamation and its impact in India.
2. To analyse the emergence of Indian Nationalism and swadeshi movement.
3. To trace the INC and its impact in Indian Freedom struggle.
4. To evaluate the civil disobedience Movement, Individual Satyagraha.
5. To analyse the Mountbatten plan and transfer of power.

### **UNIT-I: THE GENESIS OF THE INDIAN NATIONAL MOVEMENT 18 HRS**

Queen's Proclamation 1858-1861 Act - Administrative structure and policies - Socio-religious Reform Movements - Brahmo Samaj, Arya Samaj - Prathana Samaj, Theosophical Society, Aligarh Movement - Indian Association of Calcutta, Poona Sarvajanik Sabha, Madras Mahajan Sabha.

*Extra Reading / Keywords: Lytton's Viceroyalty - Lord Ripon, Bombay Presidency Association*

### **UNIT-II: EMERGENCE OF INDIAN NATIONALISM 18 HRS**

Birth of Indian National Congress 1885-1905, Objectives, Method, Action - Important leaders and their Contribution, British reaction towards the Congress - Partition of Bengal, Swadeshi Movement, Birth of Muslim League, Surat Split - Minto-Morley Act, Communal Electorate - Home Rule Movement (1916) - Montague - Chelmsford Act - Election, Changes into Central Assembly, Dyarchy in the Provinces

*Extra Reading / Keywords: Surat Split 1907, Revolutionary nationalists, World War-I*

### **UNIT-III: FINAL PHASE OF NATIONALISM 18 HRS**

Arrival of Gandhi - Political Career of Gandhi - Early Satyagraha (Champaran 1917, Ahmadabad Mill Strike 1918, Kheda Satyagraha 1918) - Rowlatt Act, 1919, The Jallianwala Bagh Massacre (1919), The Khilafat Movement 1919 - Non-cooperation Movement aftermath and its impact - The Swaraj Party - Simon Commission Agitation - Nehru Report, Jinnah's Fourteen Points.

*Extra Reading / Keywords: Indigo Farmers, Nagpur Congress Session, Chauri Chaura Incident.*

#### **UNIT-IV: TOWARDS NEW PARADIGM SHIFT**

**18 HRS**

Poorna Swaraj (complete Independence), Civil Disobedience Movement (Salt satyagraha) - Round Table Conferences - Gandhi-Irwin Pact 1931 - The Poona Pact 1932, Government of India Act, 1935 and its impact - Second World War and Indian Nationalism, Individual Satyagraha.

*Extra Reading / Keywords: Sabarmati Ashram, Resolution, Communal Awards*

#### **UNIT-V: TRANSFER OF POWER**

**18 HRS**

Cripps Mission, Quit India Movement - INA and Subash Chandra Bose - Cabinet Mission Plan, Direct Action Day 1946 - Interim Government, the Constitution Assembly 1946 - Mountbatten plan, Indian Independence Act.

*Extra Reading/ Keywords: Wardha Resolution, Cyril Radcliffe, Partition of India.*

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

#### **TEXTBOOKS**

1. Bipan Chandra (2009). History of Modern India. Hyderabad: Orient Blackswan.
2. Bipan Chandra (1989). India's Struggle for Independence. Delhi: Penguin.
3. Sumit Sarkar (1989). (1885-1947) Modern India. Delhi: Macmillan.
4. B.L. Grover and S. Grover. (2001). Anew Look at Modern Indian History, S.Chand and Company, New Delhi.
5. Sekhar Bandyopadhyay (2004). From Plassey to Partition: A history of Modern India, Orient Blackswan.

#### **SUGGESTED READINGS**

1. Desai, A.R. (2020). Social Background of Indian Nationalism. Bombay: Popular Prakashan, reprint.
2. Daniel Argov (1967). Moderates and Extremist in the Indian National Movement 1883-1920. Bombay: Asia Publishing House.
3. Emily Erikson (2014). Between Monopoly and Free Trade: The English East India Company, 1600-1757. Princeton: Princeton University Press.
4. Kenneth Jones. W. (2006). The New Cambridge History of India 3-1: Social Religious Reform Movements in British India. Cambridge: CUP, 1989, reprint.
5. Majumdar, R.C. et al. (2020). An Advanced History of India, revised publications Pvt. Ltd. Chennai.
6. Nanda, B.R. and Joshi, V.C. (1972). Studies in Modern Indian History, Orient Longman, New Delhi.
7. Spear Percival (1978). The Oxford History of Modern India 1740-1975, Oxford University Press, New Delhi.

#### **WEB SOURCES**

1. <https://cec.nic.in>
2. <https://egyankosh.ac.in>
3. <https://www.vidyamandir.com>

## COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Infer knowledge on administrative structure and policies of the British after the Revolt of 1857.	K1
CO-2	Understand the origin and growth of Indian Nationalism	K2
CO-3	Interpret the Gandhian Era and National Movement in India	K3
CO-4	Analyse the civil disobedience movement and Round table conferences	K4
CO-5	Evaluate the role of INA and Subash Chandra Bose in Freedom Movement	K5
CO-6	Create the Independence of India under Indian Independence Act	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	H	M	-	-	H	H	H
CO-2	H	H	M	H	-	-	H	H	H
CO-3	H	H	H	H	-	-	H	M	M
CO-4	H	H	M	H	-	-	H	M	H
CO-5	H	H	H	M	-	-	H	H	H
CO-6	H	H	H	H	H	H	H	H	H

## PSO – CO MAPPING

CO/PSO	PSO1	PSO2	PSO3
CO-1	H	H	H
CO-2	H	H	H
CO-3	H	H	H
CO-4	H	H	M
CO-5	H	H	H
CO-6	H	H	H

(For Candidates admitted in the academic Year 2021-22)

<b>Course Title</b>	<b>MAJOR CORE 10: HISTORY OF EUROPE FROM FALL OF CONSTANTINOPLE TO FRENCH REVOLUTION</b>
<b>Code</b>	<b>U23HI5MCT10</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>6</b>
<b>Total Hours</b>	<b>90</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

To enable the students, acquire knowledge about the impact of renaissance, geographical discoveries, colonialism, absolutism and major revolutions in the socio-economic life of the people in Europe.

### COURSE OBJECTIVES

1. To understand the causes and the aftermath of the fall of Constantinople.
2. To trace the major contributions of Renaissance movement and Geographical discoveries.
3. To examine the basic features of Absolutism and emergence of nation states.
4. To analyze the impacts of colonialism in Asia and Africa.
5. To evaluate the role of individuals and ideas in historical revolutions.

### UNIT-I: AGE OF REASON

**18 HRS**

Fall of Constantinople - Decline of Feudalism in Europe – Renaissance - Art, sculpture, architecture, literature - Geographical Discoveries - causes and impact - Rise of Nation States - Britain, France and Spain.

**Extra Reading / Key Words:** *Schism of 1054, Spanish Conquistadors, Humanism, Baroque art, Istanbul*

### UNIT-II: REFORMATION MOVEMENT

**18 HRS**

Historical Background of Reformation - John Wycliff, Erasmus - Protestant Reformation - Martin Luther – Zwingli – Calvin - English Reformation - Counter Reformation - Council of Trent - Court of Inquisition - Society of Jesus - Thirty Years War - Causes and Results.

**Extra Reading / Key Words:** *Ignatius Loyola, Anabaptists, Priesthood of All Believers, Concordat of Bolognes.*

### UNIT-III: EARLY MODERN STATES AND ABSOLUTISM

**18 HRS**

Absolutism – Spain - Charles V - Philip-II - France - Louis XIV – Richelieu – Mazarin – England - Elizabeth-I Russia - Peter the Great – Prussia - Frederick the Great Elector – Austria - Maria Theresa.

**Extra Reading / Key Words:** *Fronde Rebellion, Tsardom, Bulavin Rebellion, Grand Embassy, Romanov dynasty*

### UNIT-IV: COLONIALISM IN ASIA AND AFRICA

**18 HRS**

Rise of Mercantilism - Rise of Capitalism – Colonialism - Basic features - Stages of Colonialism Colonialism in Africa - Colonialism in India and China.

**Extra Reading / Key Words:** *Dependency school, New Imperialism, Drain of Wealth Theory, Orientalism*

**UNIT-V: ERA OF REVOLUTION****18 HRS**Agrarian Revolution - Commercial Revolution in Europe - English Revolution 1642-1660  
Glorious Revolution of 1688 - Industrial Revolution-Causes and Impact**Extra Reading / Key Words:** *Wealth of Nations, Guilds, Banking system**Note: Extra Reading / Key Words are only for Internal Testing (Seminar / Assignments)***TEXT BOOKS**

1. Sinha, Arvind (2010). Europe in Transition: From Feudalism to Industrialization, Manohar Publishers.
2. Rao, B.V. (2014). History of Europe: 1450 to 1815 A.D, Sterling Publishers Pvt. Ltd.
3. Rao, B.V. (2012). History of the Modern World. Sterling Publishers. Delhi.
4. Khurana, K.L. (1997) World History (AD 1453-1966), Agra, New Delhi.

**SUGGESTED READINGS**

1. Arun Battacharjee, (2001) History of Europe (1453-1789), Sterling Publishers Private Limited, New Delhi.
2. Burns, Edward MacNall et al. (2011). World Civilization: Modern, Vol. B., Goyal Saab, New Delhi.
3. Cocking. D.C. (2004). History of Europe, Mangaldeep Publications, Jaipur.
4. Fisher, A.A.L. (1936). History of Europe, Prentice Hall of India, New Delhi.
5. Phul, R.K. (1987). World Civilization, Prentice Hall of India, New Delhi.
6. Phukan, Meenakshi (2012). Rise of the Modern West, Trinity Press Pvt. Ltd., New Delhi.
7. Smith, Adam (1776). Wealth of Nations, W. Strahan & T. Cadell, London.
8. Swain, J.E. (1994). History of World Civilization, Eurasia Publication, New Delhi.
9. Weech, W.N. (1973). History of the World, London.

**WEB REFERENCES**

1. [www.cec.nic.in](http://www.cec.nic.in)
2. <https://egyankosh.ac.in>
3. <https://epgp.inflibnet.ac.in/>

**COURSE OUTCOMES****The learner will be able to**

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Explain the emergence of modern Europe and the concept of humanism.	K1
CO-2	Summarize the evolution of Nation States and how far it affected the world economy	K2
CO-3	Interpret the various political, religious and economic relationships within Europe.	K3
CO-4	Analyze the rise of major dynasties, centralized institutions, and concepts such as absolutism to promote the authority of the monarch.	K4
CO-5	Evaluate the transition from feudalism to capitalism and the impact of colonialism in different territories.	K5
CO-6	Synthesize the new ideas to build better society through the knowledge of different revolutions in Europe.	K6

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



**PO-CO MAPPING**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>
CO-1	H	H	H	M	-	-	H	H	H
CO-2	H	H	M	H	-	-	H	H	H
CO-3	H	H	H	H	-	-	H	M	M
CO-4	H	H	M	H	-	-	H	M	H
CO-5	H	H	H	M	-	-	H	H	H
CO-6	H	H	H	H	H	H	H	H	H

**PSO – CO MAPPING**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
CO-1	H	H	H
CO-2	H	H	H
CO-3	H	H	H
CO-4	H	H	M
CO-5	H	H	H
CO-6	H	H	H

(For Candidates admitted in the academic Year 2021-22)

<b>Course Title</b>	<b>MAJOR CORE: 11 INTRODUCTION TO HISTORIOGRAPHY</b>
<b>Code</b>	<b>U21HI5MCT11</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>5</b>
<b>Total Hours</b>	<b>75</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

To make the Students acquire knowledge about the importance and scope of history and the contributions made by Western and Indian historians in relation to history and other social sciences as well as in basic research practices.

### COURSE OBJECTIVES

1. To understand the meaning, definition, and scope of History.
2. To assess the development of historical writings in West.
3. To analyse the various approaches and dimensions of history.
4. To study about the eminent Indian Historians in different periods and different schools
5. To trace the importance of research writing in history

### UNIT-I: NATURE AND SCOPE OF HISTORY

**15 HRS**

Meaning, Definition and Scope of History - Uses and Relevance of History - Chronology and Dating in History - Lessons in History - History and other disciplines: Economics, sociology, Geography, Anthropology,

*Extra Reading / Key Words: Kinds of History, Nature of historical knowledge.*

### UNIT-II: DEVELOPMENT OF HISTORICAL WRITINGS IN THE WEST 15 HRS

Greek Historiography: Herodotus, Thucydides - Roman Historiography: Livy, Tacitus - Christian Historiography: St. Augustine - Medieval Historiography: Ibn Khaldun - Enlightenment Historiography: Edward Gibbon

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

### UNIT-III: APPROACHES TO HISTORY

**15 HRS**

Marxist Historiography: E.P. Thompson - Eric Hobsbawm - Colonial Historiography: Henry Maine - William W. Hunter - French Historiography: Annales school - Marc Bloch, Ferdinand Braudel - Subaltern Studies - Antonio Gramsci, Ranajit Guha - Micro History: Carlo Ginzburg

*Extra Reading / Key Words: E.H. Carr, Marx and Hegel, Historical significance, source evidence, ethical dimension, historical interpretations*

### UNIT-IV: INDIAN HISTORIOGRAPHY

**15 HRS**

Orientalist writings on India and William Jones – Colonial / Imperialist Approach to Indian History and Historiography - James Mill, and Vincent Smith - Nationalist Approach and

Writings to Indian History - R.G. Bhandarkar, and J.N. Sarkar - Leftist Approach to Indian History: D.D.Kosambi, and Romila Thapar - Important Indian Historians- Bana and Kalhana, Alberuni- Abul Fazl, K.A. Nilakanda Sastri

*Extra Reading / Key Words: Utilitarianism, Positivism, Imperialism, Kanakasabhai*

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

**15 HRS**

Sources: Archaeological – Epigraphical – Numismatic – Material Remains - Literary Sources – Oral Sources – Archival and Government Records - Fundamentals of Research Writing in History- Selection of topic - Data Collection and Analysis - Referencing system- Use of Footnotes and Bibliography in writing assignments - Style sheets.

*Extra Reading / Keywords: Research methodology Vs research methods, MLA, APA, Chicago, Harvard*

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

#### **TEXT BOOKS**

1. Carr E.H. (1964). *What is History?* Penguin Books, New York.
2. Sheikh Ali.B. (1978). *History: Its Theory and Method*, Macmillan India Limited, Madras.
3. Collingwood, R.G. (1984). *The Idea of History*. Oxford University Press.
4. Rajayyan, K. (1999). *Historiography*, Madurai.
5. Manickam, S. (2000). *Theory of History and Methods of Research*, Madurai.
6. Sreedharan, E. (2008). *Textbook of Historiography, 500 BC to 2000 AD*, New Delhi. Orient Black swan.

#### **SUGGESTED READINGS**

1. Kanakasabhai.V (1904). *The Tamils Eighteen Hundred Years ago*. Asian Educational Services.
2. Nilakanda Sastri, K.A. (1935). *The Colas*, Vol. I, University of Madras.
3. Subramaniam,N (1968). *Historiography*, Koodal Publishers, Madurai.
4. Majumdar R C (1970). *Historiography in Modern India*. Asia Publishing Bombay
5. Thapar, R (1978). *Ancient Indian Social History*. New Delhi.
6. Bipin Chandra (1984). *Communalism in Modern India*. Vikas Publishing House, New Delhi
7. Kosambi, D.D (1985). *An Introduction to the Study of Indian History*. Popular Prakashan, Bombay.
8. Ranajeet Guha (1988). *An Indian Historiography of India- A 19th Century Agenda and its Implications*. Calcutta
9. Bipin Chandra (1991). *The Rise and Growth of Economic Nationalism in India*. People's Publishing House, New Delhi.
10. Sharma, R.S et al (1991). *Historiography and Historians in India since Independence*. M G Publishers, Agra.
11. Ludden, D (ed.) (2001). *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalisation of South Asia*. Permanent Black, Delhi.
12. Lambert, P and P. Scofield (ed) (2004). *Making History-An Introduction to the History and Practices of the Discipline*. Routledge.

13. Bentley, Michael. (2005). *Modern Historiography: An Introduction*. London: Routledge.
14. Lal, Vinay (2005). *The History of History: Politics and Scholarship in Modern India*, New Delhi, OUP.
15. Pocock, J.G.A. (2009). *Political Thought and History: Essays on Theory and Method*. Cambridge: Cambridge University Press.
16. Fea John. (2013). *Why Study History? Reflecting on the Importance of the Past*. Washington: Baker Publishing Group.
17. Guha, Sudeshna (2015). *Artefacts of History: Archaeology, Historiography and Indian Pasts*. Thousand Oaks, CA: Sage
18. Upadhyaya Shashi Bhushan, (2016). *Historiography in the Modern world - Western and Indian Perspectives*, New Delhi, OUP.
19. Bloch Marc (2017). *The Historian's Craft*, Aakar Books, Delhi
20. Satish Chandra (2020). *History of Medieval India*. Arihant Publications: New Delhi

### WEB SOURCES

1. <https://egyankosh.ac.in>
2. <https://epgp.inflibnet.ac.in/>
3. <https://www.britannica.com/topic/historiography>
4. <https://nmu.edu/writingcenter/historiography>

### COURSE OUTCOMES

CO No.	Course Outcomes	Cognitive Level
CO-1	Understand the conceptual framework of history in relation to its scope, purposes, advantages and disadvantages.	K1
CO-2	Summarize the development of history writing in the west and India.	K2
CO-3	Interpret the multidisciplinary nature of history with other allied subjects and explore the different approaches of historical writings and its future trends	K3
CO-4	Analyze the different dimensions of history and its development as a professional discipline.	K4
CO-5	Evaluate the contributions of famous Indian historians and how much their ideologies helped in the development of history	K5
CO-6	Construct the works of eminent Indian Historians and their ideologies in the framework of current Indian history	K6

### Outcome Mapping

#### PO – CO MAPPING

CO-PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
CO1	H	H	M	M	-	-	H	M	M
CO2	H	H	M	H	-	M	H	H	M
CO3	H	H	H	H	-	M	H	H	M
CO4	H	H	H	M	-	-	H	M	M
CO5	H	H	H	M	-	-	H	H	H
CO6	H	H	H	M	-	-	H	M	H

**PSO – CO MAPPING**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	H	H	H
<b>CO2</b>	H	H	H
<b>CO3</b>	H	H	H
<b>CO4</b>	H	M	M
<b>CO5</b>	H	H	H
<b>CO6</b>	H	H	H

(For Candidates admitted in the academic Year 2021-22)

<b>Course Title</b>	<b>MAJORCORE:12-HISTORY OF DRAVIDIAN MOVEMENT</b>
<b>Code</b>	<b>U23HI5MCT12</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>5</b>
<b>Total Hours</b>	<b>75</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

To study the emergence of Dravidian consciousness and its impact in the socio-political Movements of the 20<sup>th</sup> century in south India.

### COURSE OBJECTIVE

1. Understanding the Growth of Socio-Political Movements of the 20<sup>th</sup> Century
2. Comprehend the Dravidian Movement and its growth in Tamil Nadu
3. Knowledge about Justice Party and its administration and Periyar's ideology
4. Comprehend the evolution of DK and DMK
5. Awareness about the impact of the Dravidian Movement in Tamil Nadu

### UNIT-I: EMERGENCE OF DRAVIDIAN CONSCIOUSNESS

**15 HRS**

Establishment of Madras Mahajana Sabha- Dravida Sangam- Foundation of the South Indian Liberal Federation – Dr. Natesan- Dr T.M. Nair- Sir Pitty Theagaraya Chetty.

*Extra Reading / Key word: Robert A. Caldwell, Aryan- Dravidian Theories, Natesa Mudaliar. Madras Dravidian Association*

### UNIT-II: BRAHMIN AND NON-BRAHMIN MOVEMENT

**15 HRS**

Rise of Justice Party - Non-Brahmin Manifesto - Non-Brahmin Movement - Justice Party Government – Administration – Communal G.O - Education and employment for non-Brahmins - women employment and other reforms.

*Extra Reading / Key word: Subba Rayan Govetnment, Muthiah Mudaliar, First Direct Election, 1920.*

### UNIT-III: SELF RESPECT MOVEMENT

**15 HRS**

Periyar E.V. Ramasamy - Self-Respect Movement - Formation of Dravidar Khazagam - Dawn of Dravida Munnetra Khazagam- Anti- Hindi Agitation.

*Extra Reading / Key word: Iyothee Thass, Rettamalasi Srinivasan, M.C. Raja, Rajagopalachari*

### UNIT-IV: RISE OF DMK IN POWER AND ACHIEVEMENTS

**15 HRS**

C.N. Annadurai's Ministry - Ministry – naming Madras State as Tamilnadu - Two language formula - self-respect marriages Act - Kalaingar M. Karunanidhi's Administration - Social Welfare measures - education, agriculture and industrial development-Women empowerment schemes.

*Extra Reading / Key word: Dravidian Progressive Federation, Coalition Politics.*

## **UNIT-V: RISE OF AIADMK IN POWER AND ACHIEVEMENTS** **15 HRS**

Formation of AIADMK - M.G. Ramachandran- Welfare measures-J. Jayalalitha Rule - Welfare Schemes- Impact of Dravidian Movement- Socio-economic, educational and cultural development in Tamil Nadu.

**Extra Reading / Key word:** V N Janaki, Atal Bihari Vajpayee

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

### **TEXT BOOKS**

1. Eugene F. Irschick, *Politics and Social Conflict in South India: The Non-Brahman Movement and Tamil Separatism, 1916-1929*, University of California Press, California, 1969.
2. Hardgrave Jr., R.L., *The Dravidian Movement*, Popular Prakasam, 1965.
3. K. Rajayyan, *History of Tamil Nadu, 1565 to 1982*, Raj Publishers, 1982.
4. M.S.S. Pandian, *Brahmin and Non-Brahmin: Genealogies of the Tamil Political Present*, Permanent Black, New Delhi, 2016.
5. N. Subramanian, *History of Tamil Nadu, 1336 to 1984*, Koodal Publications, 1976.
6. NambiAarooran, *Tamil Renaissance and Dravidian Nationalism 1905-1944*. Koodal Publishers, Madurai, 1990.
7. Rajaram, P., *The Justice Party – A Historical Perspective, 1916-1937*, Poompozhil Publishers, Madras, 1988.
8. Ramaswamy. A, *Thakala Thamizhnattuvaralaru*, New Century book House, Chennai, 2018 (Tamil).

### **SUGGESTED READINGS**

1. Baker. C.J, *Politics of South India, 1920-1937*, Cambridge, 1974
2. Eugene F. Irschick, *Tamil revivalism in 1930s*, Cre-A, Madras, 1986
3. Eugene F. Irschick, *Dialogue on History-Constructing South India(1795-1895)*, Oxford University Press, New Delhi, 1994
4. Rajaram. P., *Chennai Through the Ages*, Poompozhil Publishers, Chennai, 1997
5. Washbrook, D.A., *South India, Political Institutions and Political Change from 1880 to 1940*, MacMillian & Co., 1975

### **WEB RESOURCES**

1. [https://www.mids.ac.in/assets/doc/WP\\_120.pdf](https://www.mids.ac.in/assets/doc/WP_120.pdf)
2. <https://repositories.lib.utexas.edu/handle/2152/88016>
3. <https://cec.nic.in>
4. <https://egyankosh.ac.in>
5. <https://www.vidyamandir.com>

## COURSE OUTCOMES

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level (K1-K6)
CO 1	Examine the Growth of Dravidian Consciousness in Madras Presidency	K1
CO 2	Explain the Dravidian Movement and its growth in Tamil Nadu	K2
CO 3	Trace the Emergence Self Respect Movement	K3
CO 4	Assess the formation of Justice Party and its administration and Periyar's ideology	K4
CO 5	Compare the Schemes of DMK and AIADMK	K5
CO 6	Abstract the impact of the Dravidian Movement In Tamil Nadu	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	-	M	H	M	M
CO-2	H	H	M	M	-	M	H	H	M
CO-3	H	M	M	M	-	M	H	H	M
CO-4	H	H	M	M	-	M	H	M	M
CO-5	H	H	M	M	-	M	H	M	M
CO -6	H	M	M	M	-	M	M	M	M

## PSO –CO MAPPING

CO/PSO	PSO1	PSO2	PSO3
CO-1	H	H	H
CO-2	H	H	H
CO-3	H	H	H
CO-4	H	H	H
CO-5	M	H	M
CO-6	M	M	M



(For Candidates admitted in the academic Year 2021-22)

<b>Course Title</b>	<b>MAJOR ELECTIVE-3 INDIAN CONSTITUTION</b>
<b>Code</b>	<b>U21HI5MET03</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>4</b>
<b>Total Hours</b>	<b>60</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

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

### COURSE OBJECTIVES

1. To remember the framers of Indian Constitution, features of Quasi- federation, preamble of the Constitution and 42<sup>nd</sup> Amendment.
2. To understand the salient features of fundamental rights and directive principles of state Policy.
3. To analyze the functions of President and Prime minister and state executives - Governor, Council of Ministers and Chief Minister.
4. To apply the methods of amendments and centre – state relations of financial and public administration and Public Service Commissions.
5. To analyse the law making of Union Legislature and powers of Rajya Sabha and Lokshabha in India.

### UNIT-I: CONSTITUTION OF INDIA

**12 HRS**

Making of Constitution – Drafting Committee - Preamble to the constitution 42<sup>nd</sup> Amendment - Quasi-federation- Salient features.

*Extra Reading / Key words: Secularism, Socialism, parliamentary form of constitution.*

### UNIT II - RIGHTS AND DUTIES

**12 HRS**

Fundamental Rights – Equality- Directive Principles of State Policy - Fundamental duties - Amendments Procedures -Special Majority and Simple Majority

*Extra Reading / Key words: Right to Property, Magna Carta, Amendment*

### UNIT III - UNION AND STATE EXECUTIVE

**12 HRS**

President – Powers and Functions – Vice President- Prime Minister – Powers and Functions- Union Cabinet – Functions – Governor Council of Ministers Composition and Functions – Chief Minister

*Extra Reading / Key words: Veto power, Act of No Confidence, Allocation of powers*

### UNIT IV - LEGISLATURE AND JUDICIARY

**12 HRS**

Union Legislature - Lok Sabha & Rajya Sabha - powers & functions. Process of Law making- State Legislature - Judiciary: Supreme Court – High Court - District Court.

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

## UNIT V - MISCELLANEOUS IN INDIAN CONSTITUTION

12 HRS

Important Amendments - Emergency provisions Election commission - Finance commission - consolidated fund UPSC, CAG, Attorney General-local self-government.

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

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

### TEXT BOOKS

1. Durga Das Basu, (2019) *Introduction to the Constitution of India*, Lexis Nexis, Gurgaon.
2. Gran Ville (1999) *The Indian Constitution is the cornerstone of Nation*, Oxford Publishers, New Delhi.
3. Laxmikanth Indian Polity (2000) 6th Revised Edition) | UPSC | Civil Services Exam | state administrative exams, McGraw Hill Publishers, New Delhi.
4. Subhash C. Kashyap, (2021). *Our Constitution: An Introduction to India's Constitution and Constitutional Law*, National Book Trust, New Delhi.

### SUGGESTED REFERENCES

1. Agarwal, A.C. (1986), *Constitutional development in India and National Movement*, S. Chand & Company, New Delhi.
2. Gopal Sankaranarayanan (2020). *The Constitution of India*, Eastern Book Company Publications, Lucknow, Uttra Pradesh.
3. Jayapalan, N.N. (1999). *Modern Governments*, New Delhi, Atlantic Publishers.
4. K.M. Munchi's *Constitution of India*.
5. Kapur, A.C. (1993). *Select Constitutions*, New Delhi, Chand Publications.
6. Pylee, M.V. (1998). *Indian Constitutions*, New Delhi, S. Chand and Company.

### WEB SOURCES

<https://cec.nic.in> <https://egyankosh.ac.in>

### COURSE OUTCOMES

The learner will be able to

CO No.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Understand the framing of Indian Constitution and the role of Constituent Assembly	K1
CO-2	Explain the Fundamental Rights and Duties and directive principles of State Policy;	K2
CO-3	Illustrate the working of Union Legislature and interpret the process of law making and Supreme Court in India;	K3
CO-4	Analyse the methods of amendments and Centre – state relations of financial and public administration	K4
CO-5	Evaluate the functions of Local self Government and the Planning Commission & NITY Aayog	K5
CO-6	Syntesis the new administrative policies and methods for the better development of India	K6

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

**PO – CO MAPPING**

<b>CO-PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>
<b>CO1</b>	M	M	M	M	--	M	H	H	M
<b>CO2</b>	H	H	M	M	--	M	H	H	M
<b>CO3</b>	M	M	M	M	--	H	H	H	M
<b>CO4</b>	M	H	H	M	--	M	H	H	M
<b>CO5</b>	M	M	M	M	--	M	H	H	H
<b>CO 6</b>	H	M	M	H	--	M	H	M	H

**PSO – CO MAPPING**

<b>CO/PSO</b>	<b>PSO 1</b>	<b>PSO2</b>	<b>PSO3</b>
<b>CO1</b>	M	M	M
<b>CO2</b>	M	M	M
<b>CO3</b>	M	M	M
<b>CO4</b>	M	H	M
<b>CO5</b>	M	H	M
<b>CO 6</b>	M	H	H

(For Candidates admitted in the academic Year 2021-22)

<b>Course Title</b>	<b>NME – 3 TOURISM &amp; TRAVEL FORMALITIES</b>
<b>Code</b>	<b>U21HI5NMT03</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>3</b>
<b>Total Hours</b>	<b>45</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

### CONSPECTUS

To understand the various travel formalities and procedures followed for International Tourism.

### COURSE OBJECTIVES

1. To remember the Tourist attractions in the Neighboring Countries of India.
2. To understand the basics elements, Components & types of International Tourism.
3. To apply the Travel Formalities and the travel regulations in International Travel.
4. To examine the roles and functions of travel agencies and tour operators.
5. To analyze the role of International tourism organizations in promoting tourism.

### UNIT-I: MEANING AND DEFINITION

**9 HRS**

International Tourism - Meaning, Definitions and importance - Components – Attraction, Accessibility, Accommodation, Amenities Activities - Elements and Types of International Tourism.

*Extra Reading Key Words: Elements, Tourism management*

### UNIT-II: NEIGHBORING INTERNATIONAL TOURIST CENTERS OF INDIA

**9 HRS**

Tourist Centers and travel formalities – Maldives and Sri Lanka - Malaysia and Singapore - Nepal and China.

*Extra Reading / Key Words: Neighboring Countries, International Boundaries*

### UNIT-III: TRAVEL FORMALITIES

**9 HRS**

Passport – its types and procedure for applying for passport-VISA – its types and procedure for applying for VISA-Foreign Exchange, Travel insurance and Health certificates

*Extra Reading / Key Words: Emigration, Immigration*

### UNIT-IV: TOUR OPERATORS AND TRAVEL AGENCY

**9 HRS**

International Tour Operators – Types – Functions-Travel agency – Types – Functions- Modes of transport – Surface, Water, Air.

*Extra Reading / Key words: Inclusive tours, Tourist guides, itinerary for tour, Palace on Wheels, SPA cente*

### UNIT-V: TOURISM ORGANISATIONS

**9 HRS**

United Nation World Tourism Organisation (UNWTO) – Role, functions - World Travel and Tourism Council – Role, function - Tourism Organizations in India - ITDC.

**Extra Reading / Key Words:** International Organisation, Ministry of tourism, Regional Organisation TTDC.

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

### TEXT BOOKS

1. Bhatia A.K (2006). *International Tourism Management*, Sterling Publishers Pvt. Ltd, New Delhi.
2. Mill R.C (1991). *Tourism, the International Business*, Prentice Hall, New Jersey.

### SUGGESTED READING

1. Bhatia A.K. (2009). *Tourism Development – Principles & Practices*, Sterling Publishers Pvt. Ltd, New Delhi.
2. Bhatia A.K (1997). *Tourism Management & Marketing*. Aph Publishing Corporations, New Delhi.
3. Kamra & Chand (2002). *Basics of Tourism, Theory Operation and Practice*; Kanishka Publishers, New Delhi-02.
4. Mill R.C. and Morrison (1992). *The Tourism System, an Introductory Text*, Prentice Hall, New Jersey.
5. Swain, S.K., Mishra J.M. (2012). *Tourism Principles and Practices*, Oxford University Press, New Delhi.

### WEB REFERENCES

1. <http://cec.nic.in>
2. <https://egyankosh.ac.in>

### COURSE OUTCOMES

CO NO.	Course Outcomes	Cognitive Level (K1-K6)
CO-1	Remember the meaning, definitions and concepts of International Tourism and its components.	K1
CO-2	Understand the Elements and types of Tourism on the International level.	K2
CO-3	Apply the procedures for opening tourist offices oversea, becoming a tour operator and travel agent.	K3
CO-4	Analyze the various procedures involve in International Travel and the importance and function of travel agency and tour operators	K4
CO-5	Examine the importance of International tourism organizations in promoting tourism.	K5
CO-6	Create tour packages by analyzing the important tourist attractions in the neighboring countries of India.	K6

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

**PO-CO MAPPING**

<b>CO/PO</b>	<b>PO1</b>	<b>PO2</b>	<b>PO3</b>	<b>PO4</b>	<b>PO5</b>	<b>PO6</b>	<b>PO7</b>	<b>PO8</b>	<b>PO9</b>
CO-1	H	H	M	M	-	-	H	H	M
CO-2	H	H	M	M	-	-	H	H	H
CO-3	H	H	H	H	H	-	H	H	M
CO-4	H	H	H	H	-	-	H	M	H
CO-5	H	H	H	M	-	-	H	H	H
CO-6	H	H	H	H	H	-	H	H	M

**PSO – CO MAPPING**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>
CO-1	H	H	H
CO-2	H	H	H
CO-3	H	H	H
CO-4	H	H	M
CO-5	H	H	H
CO-6	H	H	H



**HOLY CROSS COLLEGE (AUTONOMOUS)**  
**Affiliated to Bharathidasan University**  
**Nationally Accredited (4<sup>th</sup> Cycle) with 'A ++' Grade by NAAC (with 3.75 CGPA)**  
**College with Potential for Excellence.**

**Tiruchirappalli - 620002**

**PG AND RESEARCH DEPARTMENT OF HISTORY**

**M.A. HISTORY**

*Upon completion of the post graduate degree programme, the graduate will be able to*

- PO1 - Exhibit a profound mastery of fundamental concepts, theories, methodologies, and tools in their field, equipping them to skillfully analyze and evaluate issues that pertain to their area of expertise.
- PO2 - Conduct original and independent research to create findings and solutions to address the societal problems.
- PO3 - Apply employability skills to confidently navigate in the job market and excel in competitive examinations in diverse professional settings.
- PO4 - Demonstrate a strong commitment to ethical and moral values, actively engage in activities that promote social responsibility, decision making as inspired leaders to contribute positively for the betterment of society both locally and globally
- PO5 - Embrace a commitment to lifelong learning and professional development, possessing the skills to adapt to the evolving trends, engage in self-directed learning and continuously enhance their expertise.
- PO6 - Excel with literary intellect, historical perspectives and cultural sensibility to embrace the social uniqueness and diversity with universal outlook with social and professional responsibility as citizens with integrity.
- PO7 - Use language competency, creative versatility and critical evaluation of ideas and ideals in the professional environment as educators, readers, writers and translators.

<b>PSO No.</b>	<b>Programme Specific Outcomes</b> <i>Upon completion of these courses the student would</i>
PSO-1	Apply the knowledge on socio-political, economic and cultural conditions of India and various theoretical concepts to be successful in Civil service and other Competitive Examinations
PSO-2	Demonstrate critical and analytical thinking to approach various issues for viable solutions and evaluate the historical debates and contents.
PSO-3	Contribute as a professional to the development of society with the understanding of the historical roots and context of the various social, environmental, human rights, women's and other issues faced by humanity

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**Tiruchirappalli - 620002**  
**PG AND RESEARCH DEPARTMENT OF HISTORY**  
**M.A. HISTORY**

Semester	Subject	Course Code	Hours	Credits	Marks
<b>I</b>	Core Course I History of Ancient and Early Medieval India From Pre-history to 1206 C.E	P23HI1CCT01	7	5	100
	Core Course II Socio Cultural History of Tamil Nadu up to 1565 CE	P23HI1CCT02	7	5	100
	Core Course III History of World Civilizations	P23HI1CCT03	6	4	100
	Elective I- Archaeological Studies / Cultural Heritage of India	P23HI1ECT01/ P23HI1ECT02	5	3	100
	Elective II - Freedom Struggle in Tamil Nadu / Administrative History of Tamil Nadu	P23HI1ECT03/ P23HI1ECT04	5	3	100
	Value Education		-	-	
	<b>Total</b>		<b>30</b>	<b>20</b>	<b>500</b>
<b>II</b>	Core Course IV- History of Medieval India - 1206 - 1707 CE	P23HI2CCT04	6	5	100
	Core Course V- Socio Cultural History of Tamil Nadu - 1565 - 1956 CE	P23HI2CCT05	6	5	100
	Core Course VI- Historiography and Historical Methods	P23HI2CCT06	6	4	100
	Elective III- Studies in Human Rights / Heritage Studies	P23HI2ECT05/ P23HI2ECT06	4	3	100
	Elective IV (Generic) A Glimpse of Nobel Laureates	P23EL2ECT07	4	3	100
	SECI (Non Major Elective –I)		<b>4</b>	<b>2</b>	<b>100</b>
	Massive Open Online Course (MOOC)	P23HI2ONC01	-	<b>2 Extra Credits</b>	<b>100</b>
	Value Education		-	-	
	<b>Total</b>		<b>30</b>	<b>22+2</b>	<b>600+100</b>
<b>III</b>	Core Course VII - Colonialism and Nationalism in India	P23HI3CCT07	6	5	100
	Core Course VIII - Intellectual History of India	P23HI3CCT08	6	5	100
	Core Course IX - Economic History of India since 1857 CE	P23HI3CCT09	6	5	100



Semester	Subject	Course Code	Hours	Credits	Marks
	Core Course X /Core Industry module- Contemporary History of India 1947 to 2014 C.E	P23HI3CCT10	6	4	100
	Elective V (Generic within school) – / Translation Studies	P23EL2ECT08	3	3	100
	SEC II (Non Major Elective – II)		<b>3</b>	<b>2</b>	<b>100</b>
	Summer Internship – 40 hrs. in the I year summer vacation	P23HI3INT01	-	<b>2</b>	<b>100</b>
	Massive Open Online Course (MOOC)	P23HI3ONC02	-	<b>2 Extra Credits</b>	<b>100</b>
	<b>Total</b>		<b>30</b>	<b>26+2</b>	<b>600+100+100</b>
<b>IV</b>	Core Course XI- Peasant and Labour Movements in India	P23HI4CCT11	6	5	100
	Core Course XII- International Relations since 1945 CE	P23HI4CCT12	6	5	100
	Elective VI (Industry Entrepreneurship) Art and Architecture of South India / Ecology and Environment in Indian History	P23HI4ECT09/ P23HI4ECT10	4	3	100
	Project with Viva Voce	P23HI4DIS01	10	7	100
	SEC III / Professional Competency Skill Research and Report Writing	P23HI4SET03	<b>4</b>	<b>2</b>	<b>100</b>
	Extension Activity - RESCAPES	P23HI4RES01	-	<b>1</b>	<b>100</b>
	Self-Study Course - Indian History for NET/ SET Exams	P23HI4SSC01	-	<b>2 Extra Credits</b>	<b>100</b>
	<b>Total</b>		<b>30</b>	<b>23+2</b>	<b>500+100+100</b>
	<b>Grand Total</b>		<b>120</b>	<b>91+6</b>	<b>2200+500</b>

- ❖ SEC : SKILL ENHANCEMENT COURSE
- ❖ NME: NON – MAJOR ELECTIVE

**LECTIVE COURSES OFFERED BY THE DEPARTMENT (IF APPLICABLE)**

<b>SEMESTER</b>	<b>SUBJECT</b>	<b>CODE</b>	<b>HOURS</b>	<b>CREDITS</b>
<b>II</b>	Environmental History of India	P23HI2ECT07	4	3
<b>III</b>	Science and Technology in India since 1947 CE	P23HI3ECT08	3	3

**NME COURSES OFFERED BY THE DEPARTMENT**

<b>SEMESTER</b>	<b>SUBJECT</b>	<b>CODE</b>	<b>HOURS</b>	<b>CREDITS</b>
<b>II</b>	Introduction to Epigraphy	P23HI2SET01	<b>4</b>	<b>2</b>
<b>III</b>	A Brief History of India for Civil Service Examinations	P23HI3SET02	<b>3</b>	<b>2</b>

(For candidates admitted in the academic year 2023-2024)

**First Year –Semester-I**

<b>Course Title</b>	<b>CORE COURSE I- HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIA FROM PREHISTORY TO 1206 C.E</b>
<b>Code</b>	<b>P23HI1CCT01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>7</b>
<b>Total Hours</b>	<b>105</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**GENERAL OBJECTIVE**

To make the learners understand the Indian Heritage in ancient period along with the socio, cultural and political developments under different rulers.

**COURSE OBJECTIVES**

The learner will be able to:

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Explain the sources and the features of Pre and Proto history at the national and regional level.
CO-2	Examine the Vedic period, formation of Mahajanapadas, emergence of ancient religions, Mauryan period and Sangam Age;
CO-3	Analyse the contribution and influence of Sathavahanas, Indo-Greeks, Sakas, Parthians and Kushanas in the administration, art and culture of Indian subcontinent.
CO-4	Evaluate the administrative policies of Guptas and their contribution in different spheres and the ancient educational institutions.
CO-5	Assess the rule of regional kingdoms, Arab conquest of Sindh, campaigns of Muhamad of Gazini and Ghori.

**UNIT-I: PRE AND PROTOHISTORIC INDIA**

**21 HRS**

Sources of Ancient Indian history- Archaeology, Literature, Foreign accounts - Prehistoric culture: Paleolithic – Mesolithic – Neolithic –Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts : Ancient Tamil Civilization: Keeladi.

*Extra Reading / Key words: Nitisastra, Purushartha, Varnashram*

**UNIT-II: VEDIC AGE AND SECOND URBANISATION**

**21 HRS**

Vedic Period: Early Vedic Period - Later Vedic Period - Society and Economy - Formation of Mahajanapathas - Rise of Ajivika, Jainism and Buddhism - Rise of Magadas and Nandas - Alexander's Invasion and its impact.

*Extra Reading / Keywords: Digha Nikaya , Yakshas, Sallekhana, Saptanga rajya*

**UNIT-III: MAURYAN AND POST-MAURYAN PERIOD**

**21 HRS**

Mauryan Empire: Chandragupta - Asoka's Dhamma and his Edicts - Mauryan Administration - Society and Economy - Art and Architecture - Disintegration of Mauryan Empire - Post

Mauryan Period: Indo-Greeks, Sakas, Parthians, Kushanas - Kanishka, Culture and Art - Western Kshatrapas - Sathavahanas of Andhra.

*Extra Reading / Keywords: Gandhara and Mathura School of Art, Andhra-bhritya, Naneghat caves, Gana Sanghas*

**UNIT-IV: GUPTAS AND VARDHANA DYNASTY 21 HRS**

Guptas - Polity and Administration - Art and architecture - Literature - Science – Society and Economy - Harshavarthana - Educational Institutions: Nalanda, Vikramasila, Vallabhi - Chinese travellers.

*Extra Reading / Keywords: Prashastis, kulyavapa, Tantricism.*

**UNIT-V: REGIONAL KINGDOMS AND THE INVASION OF TURKS 21 HRS**

Pallavas - Chalukyas of Badami - Arab conquest of Sind - Rashtrakutas – Pratiharas - Palas-Chauhans - Turks: Campaigns of Mahmud of Ghazni - Muhamad of Ghor and his assassination in 1206.

*Extra Reading / Keywords: Nagara and Dravida style, Bhagavatas, Tripartite struggle*

**Course Outcomes**

**The learners will be able to:**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand the archaeological and literary sources for the study of ancient India	PSO:2	U
CO-2	Analyze the causes of rise, and decline of different dynasties in ancient India.	PSO:2	An
CO-3	Analyse the socio-cultural status of the people of ancient India under different dynasties.	PSO:2,3	An
CO-4	Critically evaluate the socio-economic and cultural contribution of important rulers of different dynasties of ancient India.	PSO:3	E
CO-5	Assess the impact of the Arab conquest of Sind and invasions of Turks on Indian subcontinent.	PSO:2,3	C

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

**PRESCRIBED TEXT BOOKS**

1. Basham. AL., (2003). The Wonder that was India, Rupa & Co., New Delhi.
2. Jha, D.N. (2020, a reprint). Ancient India in Historical outline, Manohar publishers & Distributors, New Delhi.
3. Khurana. K.L. (2001). History of India: Earliest times to 1761 A.D, Lakshmi Narain Agarwal, Agra.
4. Kosambi, D.D. (1997). The Culture and Civilisation of Ancient India in Historical Outline, Vikas Publications, Delhi.
5. Majumdar.R.C. (2002). An Advanced History of India, Mac Millan, New Delhi.
6. Thapar, Romila (2002). Early India, Penguin, New Delhi.
7. Thapar, Romila (2000). History of India, Vol.1, Penguin, New Delhi.

## **SUGGESTED REFERENCES**

1. Champakalakshmi, R. (1996). Trade, Ideology and Urbanization: South India 300 BC to AD 1300. Delhi: Oxford University Press.
2. Gupta, P. L. (1974). The Imperial Guptas, 2 Vols. Varanasi: Vishwavidyalaya Prakashan.
3. Gurukkal, Rajan. (2010). Social Formations of Early South India. New Delhi: Oxford University Press.
4. Huntington, Susan. (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York and Tokyo: John Weatherhill Inc.
5. Minakshi, C. (1938). Administration and social life under the Pallavas. University of Madras.
6. Nilakanta Sastri, K.A. (1953). The Age of the Nandas and Mauryas, Delhi.
7. Nilakanta Sastri, K.A. (1997). A History Of South India: From Prehistoric Times To the Fall of Vijayanagar. New Delhi: Oxford University Press.
8. Sharma, R. S. (2003). Perspectives in Social and Economic History of Ancient India. Delhi: Munshiram Manoharlal.
9. Sharma. S. (1991). Aspects of Political Ideas and Institutions in Ancient India, New Delhi.
10. Singh, Upinder. (2009). A History of Ancient and Early Medieval India from the stone Age to the 12<sup>th</sup> century. Delhi: Pearson Longman
11. Smith V. A., (2002). The Oxford History of India, OUP, New Delhi.
12. Subrahmanian, N. (1966). Sangam Polity: The Administration and Social Life of the Sangam Tamils. Asia Publishing House.
13. Thapar, R. (1992). Interpreting Early India, OUP, New Delhi.
14. Thapar, Romila (1979). Ancient Indian Social History: Some Interpretations, Orient Longman, Hyderabad.
15. Thapar, Romila (1984). From Lineage to State: Social Formations in the Mid-First Millennium BC in the Ganga Valley, OUP, Delhi.
16. Thapar, Romila (1985). Asoka and the Decline of the Mauryas, Oxford (Revised Edition).
17. 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.
18. Trautman, Thomas R., (2005). ed., The Aryan Debate, OUP, Delhi

## **WEB SOURCES**

1. <https://cec.nic.in>
2. <https://egyankosh.ac.in>
3. <https://epgp.inflibnet.ac.in/>

(For candidates admitted in the academic year 2023-2024)

<b>Course Title</b>	<b>CORE COURSE-II SOCIO- CULTURAL HISTORY OF TAMIL NADU UPTO 1565 C.E</b>
<b>Code</b>	<b>P23HI1CCT02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>7</b>
<b>Total Hours</b>	<b>105</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

### GENERAL OBJECTIVE

To enable the students to understand the rule of dynamic dynasties such as the Early Cholas, Pallavas, and Pandyas of Madurai. Study the social, economic, and cultural condition of Tamil Nadu under Madurai Sultanate and Vijayanagar rulers.

### COURSE OBJECTIVES

To learners will be able to

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Present the early history of Tamil Nadu
CO-2	Detail the history of Pallavas and their contribution
CO-3	Highlight the impact of the Chola ruler's administration
CO-4	Give an account of the history of Pandyas of Madurai
CO -5	Explain the society and culture under Madurai Sultanate and Vijayanagar rulers

### UNIT-I: SOURCES OF THE HISTORY

**21 HRS**

Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai – Social and Economic life – Roman Trade Contacts and their impact – Religious life – Murugan and Korraivai – Nadukal.

*Extra Reading / Keywords: Pattupattu and Ettutokai, Berenike, Muziris, Tamil Brahmi*

### UNIT-II: HISTORY OF PALLAVAS

**21 HRS**

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

*Extra Reading / Keywords: Mahendravarma I and Narasimha I, Mamallapuram and Kanchipuram, Alwars and Nayanmars, rock-cut temples*

### UNIT-III: IMPERIAL CHOLAS

**21 HRS**

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

*Extra Reading / Keywords: Dravidian architecture, Kudavolai system, Kadaram expedition, Great Chola Living temples of UNESCO, Land grants.*

**UNIT-IV: HISTORY OF PANDYAS****21 HRS**

Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo’s Account – Society: Valangai and Idangai – Religion – Art and Architecture: Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism.

*Extra Reading / Keywords: First Pandya empire, Jatavarma Sundara Pandya, Kazhugumalai*

**UNIT-V: MADURAI SULTANATE****21 HRS**

Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya – Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women

*Extra Reading / Keywords: Kumara Kampanna, Gopuras and mandapas, Land grants, Amukta Malyata*

**PRESCRIBED TEXT BOOKS**

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

**COURSE OUTCOMES**

The learners will be able to:

CO. No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Recognize the details of early history of Tamil Nadu	PSO 3	An
CO-2	Understand the account of the history of Pallavas and their contribution.	PSO 3	U,E
CO-3	Examine the impact of the Chola ruler’s administration	PSO 1	An
CO-4	Demonstrate present an account of the history of Pandyas of Madurai.	PSO 2	E
CO-5	Compare the society and culture under Madurai Sultanate and Vijayanagara	PSO 2	Ap, An

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

**REFERENCE BOOKS**

1. Kanakasabhai,V., *The Tamils Eighteen Hundred Years Ago*, The South India Saiva Siddhantha Works Publishing Society, Tinnevely, 1956.
2. Pillay, K.K., *Historical Heritage of the Tamils*, MJP Publishers, Chennai, 2008.
3. Sastri, K.A. Nilakanta, *The Colas*, University of Madras, Madras, 1955.
4. Sastri, K.A. Nilakanta, *A History of South India: From Prehistoric Times to the Fall of Vijayanagar*, OUP, Chennai, 1997.

**WEB RESOURCES**

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

(For candidates admitted in the academic year 2023-2024)

<b>Course Title</b>	<b>CORE COURSE III HISTORY OF WORLD CIVILIZATIONS</b>
<b>Code</b>	<b>P23HI1CCT03</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>6</b>
<b>Total Hours</b>	<b>90</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

### GENERAL OBJECTIVES

To enable the students to understand the civilizations across the World.

### COURSE OBJECTIVES

The learner will be able to:

<b>CO No.</b>	<b>COURSE OBJECTIVES</b>
CO-1	Analyse the contribution of various civilizations in the world such as Egyptian, Sumerian, Greece and Roman to the holistic understanding of the past
CO-2	Examine the Harappan civilization with emphasis on urbanism, craft production, society and economy.
CO-3	Evaluate the rise and development of Christianity as a religion
CO-4	Analyse the causes for the birth of Islam and the preaching of Prophet.
CO-5	Understand the causes and effects of crusades

### UNIT-I: PREHISTORIC CULTURES AND ANCIENT CIVILIZATIONS 18 HRS

Old Stone Age - New Stone Age - The Age of Metals - Egyptian Civilization - Sumerian Civilization, Babylonian Civilization Greek Civilization - Legacy of Rome – Society, Polity and economy.

*Extra Reading / Key words: Hieroglyphs, Sphinx, Pyramid, The Code of Hammurabi, Pax Romana*

### UNIT-II: HARAPPAN CIVILIZATION 18 HRS

Harappan Civilization - Extent, chronology, Economy, Society, Religion - Town planning, Craft specialisation - Overseas trade - important sites.

*Extra Reading / Key words: Lothal, Dholavira, Harappan seals, Script, Meluha*

### UNIT-III: 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 - Western monasticism - Benedictine Order - Carthusian Order - Cistercian Order - Dominican Order - Franciscan Order - The Services of Monasticism to Europe.

*Extra Reading / Key words: Paul, Persecution of Christians,*



**UNIT-IV: 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 /Key words: Shiite, Sunni, Sufism, Qur'an*

**UNIT-V: FEUDALISM****18 HRS**

Origin - Features - Merits - Demerits - Decline - Crusades - Causes - First Crusade - Second Crusade - Third Crusade - Fourth Crusade - Causes for the failure of Crusades – Results of the Crusades.

*Extra Reading / Key words: Richard the lion heart, Saladin, Council of Clermont*

**COURSE OUTCOMES**

The learner:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Analyse the contribution of various civilizations in the world such as Egyptian, Sumerian, Greece and Roman to the holistic understanding of the past	PSO: 3	An
CO-2	Examine the Harappan civilization with emphasis on urbanism, craft production, society and economy.	PSO:2	An
CO-3	Evaluate the rise and development of Christianity as a religion	PSO:3	E
CO-4	Analyse the causes for the birth of Islam and the preaching of Prophet.	PSO:2	An
CO-5	Understand the causes and effects of crusades	PSO:3	U

**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.

#### **WEB SOURCES**

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://www.ancienthistorylists.com>

(For candidates admitted in the academic year 2023-2024)

<b>Course Title</b>	<b>ELECTIVE I - ARCHAEOLOGICAL STUDIES</b>
<b>Code</b>	<b>P23HI1ECT01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>5</b>
<b>Total Hours</b>	<b>75</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

### 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:

<b>CO No.</b>	<b>Course Objectives</b>
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	Evaluate the reasons for the development of archaeology in India and their consequences.

### CO – Course Objective

#### UNIT-I: 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

*Extra Reading / Keywords: Multidisciplinary approach, CRM*

#### UNIT-II: DEVELOPMENT OF ARCHAEOLOGY IN THE WORLD

**15 HRS**

Classical Archaeology – Antiquarianism – Three Age System – Cultural Reconstruction – Processual and Post-Processual Archaeology.

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

#### UNIT-III: DEVELOPMENT OF ARCHAEOLOGY IN INDIA

**15 HRS**

Foundations of Indian Archaeology – Asiatic Society of Bengal – Archaeological Survey of India - Other Institutes - Important Discoveries - Harappan sites, and Megalithic sites

*Extra Reading / Keywords: William Jones, Mortimer Wheeler, H.D.Sankalia*

**UNIT-IV: EXPLORATION AND EXCAVATION METHODS****15 HRS**

Methods of Site Survey – Map Reading – Types of Excavation: Horizontal Excavation – Vertical Excavation – Quadrant Method.

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

**UNIT-V: SCIENTIFIC METHODS IN ARCHAEOLOGY****15 HRS**

Dating methods - Relative dating - Stratigraphy, Seriation, Absolute Dating- Radio Carbon dating, AMS, TL, Dendrochronology, Potassium - argon method.

*Extra Reading / Keywords: Calibration, TIFR, Beta Analytics*

**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 1	U
CO-2	Become familiar with the origin and development of Archaeology as a discipline in the world	PSO 1	U
CO-3	Apply various methods and techniques that are used in Site Survey and Excavation;	PSO 3	Ap
CO-4	Analyse various dating methods-relative dating methods and absolute dating methods that are used to find the age of the artefacts;	PSO 3	An
CO-5	Evaluate the importance of archaeology in understanding India's past	PSO 2	E

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

**PRESCRIBED TEXTBOOKS**

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

**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. Settar, S. and Korisettar, R. (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.

#### **WEB SOURCES**

1. <https://ccc.nic.in>
2. <https://egyankosh.ac.in>

(For candidates admitted in the academic year 2023-2024)

<b>Course Title</b>	<b>ELECTIVE-II FREEDOM STRUGGLE IN TAMIL NADU</b>
<b>Code</b>	<b>P23HI1ECT03</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>5</b>
<b>Total Hours</b>	<b>75</b>
<b>Credits</b>	<b>4</b>
<b>Marks</b>	<b>100</b>

### GENERAL OBJECTIVES

To enable the students to understand the freedom struggle in Tamilnadu.

### COURSE OBJECTIVES

The learner will be able to:

<b>CO No.</b>	<b>COURSE OBJECTIVES</b>
CO-1	To present the early resistance to colonial rule.
CO-2	To detail the factors for the emergence of national consciousness and the role of socio-political organisations.
CO-3	To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press.
CO-4	To detail the activities of moderate and revolutionary leaders and the impact of Gandhi.
CO-5	To point out the role of Tamil Nadu in the latter phase of the freedom struggle.

### UNIT-I: REVOLTS IN TAMILNADU

**15 HRS**

Poligar Revolt – Puli Thevan – Veera Pandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact.

*Extra Reading / Key words: Dheeran Chinnamalai, Velunachiyar, kalakadu battle.*

### UNIT-II: EMERGENCE OF TAMIL NATIONALISM

**15 HRS**

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

*Extra Reading / Key words: Secularism, Pluralism, irredentism.*

### UNIT-III: PRESS AND NATIONALISM

**15 HRS**

Press and Nationalism – The Hindu, Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya -; Salem Desabhimani – Desabhaktan - Sooryodhayam – Vijaya – Chakravardhini - Bala Bharatham - Nava Sakthi - Swantira Sangu.

*Extra Reading / Key words: Varadarajulu Naidu, E.V. Ramasami Naicker, 'Sutandira Sangu.*

### UNIT-IV: ROLE OF TAMILNADU IN FREEDOM MOVEMENT

**15 HRS**

Moderate Phase and Extremist Phase – Swadeshi Movement in Tamil Nadu – G.Subramiaya Iyer - V.O. Chidambaram – Subramania Bharathi – Kadalur Anjaliammal - Soundaram

Ammayar. Revolutionary Movement in Tamil Nadu – Vanchinathan – Tirupur Kumaran - Subramania Siva- Neelakanta Brahmachari.

*Extra Reading / Key words: Metcalfe Act, Licensing Act, The Bengal Gazette, The Hindustan Times.*

#### **UNIT-V: EARLY LEADERS OF TAMILNADU**

**15 HRS**

Impact of Gandhi – Role of Rajaji – Vedaranyam March – S. Satyamurthi Quit India Movement in Tamil Nadu – K. Kamaraj - Participation of Tamils in Indian National Army – Popular Participation of Tamils.

*Extra Reading / Key words: Anarchical and Revolutionary Crimes Act, Iyothee Dasa Pandithar.*

#### **Course Outcomes**

The learner:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO-1	Understand the contributions of various revolts and leaders in freedom movement.	PSO:1	U
CO-2	Examine the role of political association in freedom movement.	PSO:2	An
CO-3	Evaluate the press and nationalism in tamilnadu	PSO:2	E
CO-4	Analyse the role of tamilnadu in the freedom movement.	PSO:3	An
CO-5	Analyse the impact of Gandhi in tamilnadi and participation of tamils in Indian National Army.	PSO:3	AN

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

#### **PRESCRIBED TEXT BOOKS**

1. Narasimhan V.K. (1969). Kamaraj – A Study, Popular Prakashan, University of California, USA.
2. Sundarajan, Saroja (1989). March to Freedom in Madras Presidency, 1885-1915, Lalitha publication, Madras.
3. Suntharalingam, R.: Politics and Nationalist Awakening in South India, 1852-1891.
4. Venkatesan, G. (2018). History of Indian Freedom Struggle, VC publications, Chennai.

#### **SUGGESTED REFERENCES**

1. Rajayyan, K. (1974). Rise and fall of Poligars & South Indian Rebellion, Generic, Madras.
2. Rajayyan, K. (1971). South Indian Rebellion, The First War of Independence, 1800-1801 Rao and Raghavan, Prince od Wales Road, Mysore.
3. Rajayyan, K. (2015). Tamil Nadu: A Real History, Ethir Veliyedu publication, Tamilndu.
4. Rajendran, N.K. (1995). The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion, OUP publication.

#### **WEB SOURCES**

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

**HOLY CROSS COLLEGE (Autonomous), TIRUCHIRAPPALLI-2**  
**PG AND RESEARCH DEPARTMENT OF HISTORY**  
**M.A. HISTORY 2022-24**  
**SEMESTER-I**

Course	Title of the course	Code	Hrs/wk	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	P21HI1MCT03	6	4	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
Value Education	Ethics / Catechism / Bible studies		1		
Library	Library		1		
Extra Credit	Internship / Field Work / Field Project 30 Hours	P22EX1INT01		2	100
<b>Total</b>			<b>30</b>	<b>22+2</b>	<b>500+100</b>

**SEMESTER-II**

Course	Title of the course	Code	Hrs/wk	Credits	Marks
Major Core-6	History of Mughal India from 1526 to 1707 CE	P21HI2MCT06	6	5	100
Major Core-7	History of India from 1707 to 1857 CE	P21HI2MCT07	6	5	100
Major Core-8	History of World–II from 1453 to 1815 CE	P21HI2MCT08	6	5	100
Major Core-9	Socio-Cultural History of Tamilnadu from 1801 to 1967 CE	P22HI2MCT09	5	4	100
NME–1	Gender Rights	P21HI2NMT01	5	4	100
Online Course	Online Course	P22EX2ONC01	-	1	100
Value Education	Ethics/Catechism/Bible studies		1		
Library			1		
	Internship / Field Work / Field Project 30 Hours	P22EX2INT02		2	100
<b>Total</b>			<b>30</b>	<b>24+2</b>	<b>600+100</b>



**SEMESTER-III**

Course	Title of the course	Code	Hrs/wk	Credits	Marks
Major Core-10	History of India from 1858 to 1947 CE	P21HI3MCT10	6	5	100
Major Core-11	History of World-III from 1815 to 1945 CE	P21HI3MCT11	6	5	100
Major Core-12	Historical writings & Research Methodology	P21HI3MCT12	6	5	100
Major Elective-1	Economic History of Modern India	P21HI3MET01	6	5	100
NME-2			5	3	100
Online Course	Online Course	P22OC3ECT02	-	1	100
Library			1		
Self-Study Paper	Indian History for NET/SET Exams	P21HI3SST01		2	100
Extra Credit	Internship/Field Work/FieldProject30Hours	P22EX3INT03		2	100
<b>Total</b>			<b>30</b>	<b>26+2</b>	<b>700+100</b>

**SEMESTER-IV**

Course	Title of the course	Code	Hrs/wk	Credits	Marks
Major Core-13	Contemporary History of India 1947 to 2014 C.E	P21HI4MCT13	7	5	100
Major Core-14	Ecology and Environment in Indian History	P22HI4MCT14	6	5	100
Major Elective-2	Art and Architecture of South India / History of United States of America from 1776 to 1964C.E /	P22HI4MET02	6	5	100
Major Elective-3	Perspectives and Dimensions of Human Rights / Heritage Studies	P21HI4MET03	6	4	100
Project	Project	P21HI41DIS01	4	3	100
Library			1		
Extra Credit	Internship/ Field Work/ Field Project 30Hours	P22EX4INT04		2	100
<b>Total</b>			<b>30</b>	<b>22+2</b>	<b>500+100</b>
<b>Grand Total</b>			<b>120</b>	<b>102</b>	<b>2700</b>

**LIST OF NME PAPERS OFFERED BY THE DEPARTMENT TO OTHER DEPARTMENTS**

Semester	Part	Course	Title of the Course	Code	Hrs/Wk	Credits	Marks
II		NME-1	Gender Rights	P21HI2NMT01	5	4	100
III		NME-2	A Brief History of India For civil Service Examinations	P23HI3NMT02	5	3	100

(For the candidates admitted in the academic year 2022-2023)

**Second Year-Semester-III**

<b>Course Title</b>	<b>MAJOR CORE: 10 HISTORY OF INDIA FROM 1858 TO 1947 C.E.</b>
<b>Code</b>	<b>P21HI3MCT10</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>6</b>
<b>Total Hours</b>	<b>90</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

**General Objective**

To enable the students to understand the British administrative policies, role of INC and freedom fighters in the freedom struggle in India.

**Course Objectives**

The learner will be able to:

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	The Queen's Proclamation and its impact and British policies after 1858 during the colonial period.
CO-2	Access the impacts of various social religious reform movements.
CO-3	Analyze the factors responsible for the rise of Nationalism and foundation of the Indian National Congress.
CO-4	Evaluate the Gandhi's entry into the Indian Politics and Indian National Congress to fight against the British
CO-5	Understand the anti-colonial resistance and contribution of Indian National Army.

**UNIT-I: GENESIS OF INDIA**

**18 HRS**

Constitutional development in India after Mutiny of 1857 - Queen Victoria's proclamation of 1858 - Administrative structure and policies - Indian Council Act of 1861 - Indian Council Act of 1892.

*Extra Reading / Keywords: Viceroyalty of Lord Minto, Lord Reading, Lord Willington.*

**UNIT-II: SOCIAL AND RELIGIOUS REFORM MOVEMENT**

**18 HRS**

Arya Samaj - Ramakrishna Mission - Prarthana Samaj - Theosophical Society - SNDP Movement - Muslim Reform Movement: Aligarh Movement - Sikh Reform Movement: Singh Sabha and Akali Movement.

*Extra Reading / Keywords: Faraizi movement, Titu Mir's movement, Ahmadiya movement.*

**UNIT-III: GROWTH OF NATIONALISM**

**18 HRS**

Factors for the rise of Nationalism - Pre Congress political Associations - Formation of INC – Emergences of Moderates – Extremists - Swadeshi Movement: Tilak, Bipin Chandra Pal, Lala Lajpat Rai - Formation of Muslim League- Indian Councils Act, 1909 - Home Rule Movement.

*Extra Reading / Keywords: Surat Split 1907, Revolutionary nationalists, World War-I,*

**UNIT-IV: FIRST PHASE OF GANDHIAN STRUGGLE****18 HRS**

The Rowlatt Act, 1919 - The Jallianwala Bagh Massacre (1919) The Khilafat Movement - Non-cooperation Movement - The Swaraj Party - Simon Commission Agitation - Nehru Report – Jinnah’s Fourteen Points.

*Extra Reading / Keywords: Indigo Farmers, Nagpur Congress Session, Chauri Chaura Incident.*

**UNIT-V: TOWARDS INDEPENDENCE****18 HRS**

Civil Disobedience Movement - Dandi March – Gandhi - Irwin Pact 1931 - Three Round Table Conference 1930-34 - The Poona Pact 1932 - Government of India Act, 1935 - Cripps Mission – Quit India Movement - INA and Subash Chandra Bose - Cabinet Mission Plan - Interim Government - The Constitution Assembly 1946 - Mountbatten plan - Indian Independence Act.

*Extra Reading / Keywords: Wardha Resolution, Cyril Radcliffe, Partition of India,*

**Course Outcomes**

The learners:

<b>CO No.</b>	<b>Course Outcomes</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
CO-1	Explain the importance of Queen’s proclamation of 1858 and Indian Council Act of 1861 and 1892.	PSO1	U
CO-2	Examine the impact of Brahma samaj, Arya samaj, Prathana samaj, Ramakrishna mission and Aligarh movement.	PSO 1,2	Ap
CO-3	Discuss the rise of Indian Nationalism, Moderates, Extremists, Swadeshi Movement, Tilak, Bipin Chandra Pal and his movements.	PSO 1,3	E
CO4	Identify the various act related to Government of India Act, 1919, Non-cooperation Movement, Civil Disobedience Movement.	PSO 1,3	An
CO-5	Evaluate the various anti-colonial movements like Simon Commission Agitation - Nehru Report - Individual Satyagraha - Quit India Movement - INA and Subash Chandra Bose.	PSO 1,3	Ap

**R - Remember; U - Understand; Ap - Apply; An - Analyze; E - Evaluate; C - Create**

**PRESCRIBED TEXT BOOKS**

1. Bipan Chandra (2009). History of Modern India, Hyderabad: Orient Blackswan.
2. Bipan Chandra (1989). India's struggle for Independence, Delhi: Penguin.
3. Grover, B.L. and Grover, S. (2001). A New Look at Modern Indian History, S. Chand and Company, New Delhi.
4. Sekhar Bandyopadhyay (2004). From Plassey to Partition: A History of Modern India, Orient Blackswan.
5. Sumit Sarkar (2008). Modern India 1885-1947, Lakshmi publication, Chennai.

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1. Chhabra (1917). G.S. Advanced Study in the History of Modern India Vol. I, II, III 1707 – 1947, Sterling Publishers, New Delhi.
2. Desai (2011). A.R. Social Background of India Nationalism, Popular Prakashan Ltd, Delhi.
3. Majumdar (2020). R.C. and et al. An Advanced History of India, revised, Publications Pvt. Ltd. Chennai.
4. Nanda, B.R. and Joshi, V.C. (1972). Studies in Modern Indian History, Orient Longman, New Delhi.
5. Roberts, P.E. (1938). History of British India, Oxford University Press, New Delhi.
6. Spear Percival (1978). The Oxford History of Modern India 1740-1975, Oxford University Press, New Delhi.

### **WEB SOURCES**

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2. <https://egyankosh.ac.in>
3. <https://www.vidyamandir.com>

(For the candidates admitted in the academic year 2022-2023)

<b>Course Title</b>	<b>MAJOR CORE-11-HISTORY OF WORLD-III FROM 1815 TO 1945 CE</b>
<b>Code</b>	<b>P21HI3MCT11</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>6</b>
<b>Total Hours</b>	<b>90</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

### 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

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand the history of Europe in Post Napoleonic Era
CO-2	Evaluate the alliance formations in 19th and 20th century Europe
CO-3	Analyse the growth of nationalism in 19th century Europe
CO-4	Analyse the growth of alliance systems as well as rise of fascists forces
CO-5	Understand the causes, course and results of the two world wars.

### UNIT-I: LIBERAL NATIONAL UPHEAVALS

**18 HRS**

Conservative Reaction & Nationalist Aspiration of Europe-The Congress of Vienna - 1815 - Metternich - The Holy and Quadruple Alliance - Concert of Europe - The Revolution of 1830 and 1848 in France.

*Extra Reading / Key words: Policy of clemency, George III.*

### UNIT-II: NATIONALISM IN EUROPE

**18 HRS**

Unification of Germany – Bismarck’s Blood and Iron Policy War with Denmark – Austro-Prussian War - Franco-Prussian War – Unification of Italy-Mazzini – Garibaldi - Count Cavour – Victor Immanuel II.

*Extra Reading / Key words: Florence Nightingale, Helmuth von Moltke.*

### UNIT-III: WAR OF INDEPENDENCE

**18 HRS**

Eastern Question – Greek War of Independence – Crimean War – Pan Slavism - The Russo Turkish War (1878) - The Congress of Berlin, 1878.

*Extra Reading / Key words: Sir Richard Church, Alfred, Lord Tennyson.*

### UNIT-IV: FIRST WORLD WAR

**18 HRS**

Age of Armed Peace - The Triple Alliance and Triple entente - Balkan wars – First World War – causes - courses US entry into War – Treaty of Versailles

*Extra Reading / Key words: Causes for the failure of League of Nation, German resentment.*

**UNIT-V: RISE OF DICTATORSHIP AND SECOND WORLD WAR 18 HRS**

League of Nations - Mussolini and The Rise of fascism in Italy – Hitler and Nazism – British policy of appeasement - Second World War (1939-1945) – Causes, Course – US entry into the war and results of the war.

*Extra Reading / Key words: National socialism's, Policy of Appeasement, comte de Gobineau*

**Course Outcomes**

The learner will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand the French Revolutions of 1830 and 1848 and its impact.	PSO 1	U
CO-2	Discuss role of Mazzini in the unification of Italy and Bismark in Germany.	PSO 1,3	E
CO-3	Analyse the world between wars Nazism, Fascism and Imperialism.	PSO 1,2	U
CO-4	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	PSO 1,3	U
CO-5	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	PSO 1,3	R, U

**R - Remember; U - Understand; Ap – Apply; An – Analyse; E - Evaluate; C – Create**

**TEXT BOOKS**

1. Khurana, K.L. (1997). World History (AD 1453-1966), Agra.
2. Rao, B.R (2013). History of the Modern World. Sterling Publishers. Delhi.

**BOOKS FOR REFERENCES**

1. David Thomson, Europe since Napoleon, Penguin Books Ltd, Harmondsworth, 1997, Australia.
2. Eric Hobsbawm, The Age of Revolution: 1789-1848, Abacus; Revised ed. edition (1 February 1989), United Kingdom.
3. Ketelbey, C.D.M. (1997). History of Modern Times from 1789, Oxford University Press.
4. Lipson, E., (1940). Europe in the 19th and 20th Centuries, Prentice Hall of India, New Delhi.
5. Settar, S., (1973). World History, Landmarks in Human Civilization, Macmillan, New Delhi.
6. Thomson, D., (1996). World History from 1914 to 1968, Oxford University Press, New Delhi.
7. Khurana, K.L. (1997). World History (1453-1966 AD), Lahshmi Narain Agarwal, Agra.
8. Srivastva, L.N. (1997). International Relations (From 1914 to Present Day), SBD Publishers, Delhi. 1.
9. Ketelby (2000). History of Modern Time From 1789, Oxford University Press, New Delhi.

## **WEB REFERENCE**

1. [www.cec.nic.in](http://www.cec.nic.in)
2. <http://staff.lib.msu.edu>
3. <https://www.theworldwar.org>
4. <https://online.library.wiley.com>
5. <https://www.ncbi.nlm.nih.gov>



(For the candidates admitted in the academic year 2022)

<b>Course Title</b>	<b>MAJOR CORE: 12 HISTORICAL WRITING AND RESEARCH METHODOLOGY</b>
<b>Code</b>	<b>P21HI3MCT12</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>6</b>
<b>Total Hours</b>	<b>90</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

### 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 as well as the research methodology.

### COURSE OBJECTIVES

The learner will be able to

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand the evolution of History as a discipline in India and the world from ancient to the modern period.
CO-2	Study the extracts of important works of Indian historians on ancient, medieval and modern India as well as Tamil Nadu
CO-3	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-4	Analyse the methodology, Writing of History, Selection of Topic, Collection of Data, Use of Non-Conventional Sources, Heuristics (External criticism), Hermeneutics (Internal Criticism)
CO-5	Analyze the process of research writing- Arrangement of Thesis, Synthesis, Documentation, Footnotes, and Bibliography

### UNIT-I: EVOLUTION OF HISTORY AS A DISCIPLINE IN THE WORLD AND INDIA 18 HRS

Evolution of the discipline of History: Greco-Roman History – Herodotus, Thucydides – Livy - Medieval Historiography - St. Augustine - Arab Historiography - Ibn Khaldun - Ancient Indian Historiographers: Sangam Poets, Bana, Kalhana – Medieval Indian Historiography: Alberuni, Barani.

*Extra Reading / Key Words: Petrarch, Inductive reasoning, Rajatarangini, Padirrupathu*

### UNIT-II: STUDY OF THE WORKS OF INDIAN HISTORIANS 18 HRS

Nilakanta Sastri, K.A. and Historical Methods in Relation to Problems of South Indian History - D.D. Kosambi and the Culture and Civilization of Ancient India in Historical Outline - Satish Chandra and History of Medieval India - Bipin Chandra and India's Struggle for Independence.

*Extra Reading / (Key Words): Burton Stein, E.P. Thompson, Larry Collins, and Dominic Lapierre*

**UNIT-III: HISTORICAL RESEARCH****18 HRS**

Definition of Research - Historical Research - Classification of Research - Purpose of 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*

**UNIT-IV: METHODS OF HISTORICAL RESEARCH****18 HRS**

Methods of Historical Research: Research Procedures-Collection of Evidences - Critical Evaluation of Sources - Methods of Criticism – Heuristics (External Criticism) - Hermeneutics (Internal Criticism)- Research methods and methodology

*Extra Reading / (Key Words): Collection methods, literary review*

**UNIT-V: RESEARCH WRITING****18 HRS**

Writing of History - Selection of Topic - Collection of Data - Use of Non-Conventional Sources - Objectivity and Subjectivity - Arrangement of Thesis – Synthesis – Documentation - Conclusion – Foot Notes – Bibliography.

*Extra Reading / (Key Words): APA, MLA, Chicago, and Harvard Style sheet*

**COURSE OUTCOMES**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the development of history in the world	PSO 2	U
CO-2	Critically analyze the works of select Indian historians	PSO 3	An
CO-3	Understand the different dimensions of historical research	PSO 1	U
CO-4	Critically evaluate the methods of research	PSO 3	E
CO-5	Apply the research methodology in history writing	PSO 3	Ap

**R - Remember; U - Understand; Ap – Apply; An – Analyse; E - Evaluate; C – Create**

**TEXTBOOKS**

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

**BOOKS FOR REFERENCE**

1. Ali, Sheik B. (1978). History: Its Theory and Method, Delhi Publishing Co.
2. Carr, E.H. (1969). What is History, Cambridge Publishing House, London.
3. Floud, Roderick. (1983). An Introduction to Quantitative Methods for Historians, London.
4. Majumdar, R.C. (1970). Historiography in Modern India, Bombay Publishing Co.
5. Malcolm Williams (2000). Science and Social Science: An Introduction, (London and New York: Routledge.
6. Manickam, S. (2000). Theory of History and Methods of Research, Madurai, 2000.
7. Martin Hollis (2000). The Philosophy of Social Science: An Introduction, New Delhi: Cambridge University Press.
8. Rajayyan, K. (1999). Historiography, Raj Publishers, Madurai.

9. Topolski, Jerzy (1976). *Methodology of History*, Holland: Redial Publishing Co.
10. Watson, George (1987). *Writing a Thesis: A Guide to Long Essays and Dissertations*.

#### **WEB SOURCES**

1. <https://www.britannica.com/topic/historiography>
2. <https://www.scholarify.in/research-methods/>
3. <https://research-methodology.net/research-methodology/research-process/>

(For the candidates admitted in the academic year 2022-2023)

<b>Course Title</b>	<b>MAJOR ELECTIVE-1 ECONOMIC HISTORY OF MODERN INDIA</b>
<b>Code</b>	<b>P21HI3MET01</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>5</b>
<b>Total Hours</b>	<b>90</b>
<b>Credits</b>	<b>5</b>
<b>Marks</b>	<b>100</b>

### GENERAL OBJECTIVE

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

### COURSE OBJECTIVES

The learner will be able to:

<b>CO No.</b>	<b>Course Objectives</b>
CO-1	Understand the economic and social changes with relation to agriculture, policies and impact in the historical context.
CO-2	Assess the decline of traditional Industries and revenue settlements with relation to the ideologies of political leaders during colonialism.
CO-3	Learn the various stages of colonialism and its impact on the national economic Development of India.
CO-4	Know the development of Finance, Banking, and Transportation and their impacts in society.
CO-5	Identify the transition and growth of industries giving rise to the Indian capitalist class.

### UNIT-I: PERMANENT SETTLEMENT

**18 HRS**

Condition of Agricultural sector during 19<sup>th</sup> century – Revenue Settlements: Zamindari, Ryotwari and Mahalwari Settlements Commercialization of Agriculture Role of Moneylenders and its Impact – Agricultural Indebtedness.

*Extra Reading / Key Words:* Agrarian Revolution, Planning commission, World Bank Policy.

### UNIT-II: IRRIGATION POLICIES

**18 HRS**

Evolution of Irrigation Policy – Irrigation Commissions (1901-02 and 1927) – Famine Policy - Nationalist Critique: Drain of Wealth theory - Dadabhai Naoroji - R.C. Dutt and M.G. Ranade

*Extra Reading / Key Words:* Moneylender, feudal system, Amartya Sen

### UNIT-III: DE-INDUSTRIALISATION

**18 HRS**

Decline of Traditional Industries – Small Scale and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development.

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

**UNIT-IV: TRADE, FINANCE AND BANKING****18 HRS**

Trade and Monetary Policy – Banking: Origin - Growth and Development of Commercial Banks – Central Bank - Advent of Transportation: Railways - Roadways – Waterways - Emergence and Growth of Cities and Ports.

*Extra Reading / Key Words: Trade Policy, FDI, Capital Formation.*

**UNIT-V: INDUSTRIALIZATION IN INDIA****18 HRS**

Characteristics of Indian Industries at the time of British rule - Indian Capitals - Second World War and its impact on Indian Industries - Role of state in the imperialistic structure - Indian economy at the eve of independence.

*Extra Reading / Key Words: Indian Nation Movement, Traditional Industries, Indian Capitalists Class*

**COURSE OUTCOMES**

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the condition of agriculture during the 19 <sup>th</sup> century and the role of commercialization of agriculture in post-independent India.	PSO-3	An
CO-2	Examine the causes and effects of the Agrarian Revolution and compares the impact of revenue settlements in accordance with the various ideologies of political leaders.	PSO-3	An
CO-3	Estimate the contribution of the nationalist movement for the cause of the development of the Indian capitalist class.	PSO-1	U
CO-4	Categorize the various stages of colonialism and the effect on the fiscal and economic policy and income and Expenditure patterns due to colonial hegemony.	PSO-2	Ap
CO-5	Discuss the impact of the Two World Wars and Industrialization categorization of industries in order to support the war engaging countries and the depletion of resources due to the increase of production of weapons of war.	PSO-3	An

**R - Remember; U - Understand; Ap – Apply; An – Analyse; E - Evaluate; C – Create**

**TEXTBOOKS**

1. Dutt. R.C. (1989). *History of Economic India*, Vol. 1&2, New Delhi, Publication Division.
2. Pandey, S.N. (2008). *Economic History of Modern India 1757-1947*, Read worthy Publications Pvt. Ltd.
3. Bhattacharya, Dhires (1989). *A Concise History of Indian Economy - From the Mid-Eighteenth Century to the Present Day*, 3<sup>rd</sup> Ed. Prentice-Hall of India.

**BOOKS FOR REFERENCE**

1. Chaudhury, Ray, S.C. (1987). *Socio-cultural and Economic History of India*, New Delhi.
2. Dharma Kumar and T. Ray Chaudhuri., ed. (1982). *The Cambridge Economic History of India*, Vol. II, 1757-1970) Orient Longman & Cambridge Univ. Press, Hyderabad.
3. Gill, K.S. (1978). *Evolution of the Indian Economy*, NCERT, New Delhi.
4. Tirthankar Roy (2000). *The Economic History of India, 1857-1947*, OUP, Madras.

5. Pandey, S.N. (2008). *Economic History of Modern India 1757-1947*, Read wort Publications Pvt. Ltd.
6. Dietmar Rothermund (2013). *An Economic History of India from pre-colonial times to 1991*, Cambridge Publishing House.
7. Sumit Sarkar (2014). *Modern India 1885-1947*. Pearson, India.

#### **WEB SOURCES**

1. <https://cec.nic.in>
2. <https://egyankosh.ac.in>
3. <https://www.vidyamandir.com>

(For the candidates admitted in the academic year 2022-2023)

<b>Course Title</b>	<b>NON MAJOR ELECTIVE-2: A BRIEF HISTORY OF INDIA FOR CIVIL SERVICE EXAMINATIONS</b>
<b>Code</b>	<b>P23HI3NMT02</b>
<b>Course Type</b>	<b>Theory</b>
<b>Hours/Week</b>	<b>5</b>
<b>Total Hours</b>	<b>75</b>
<b>Credits</b>	<b>3</b>
<b>Marks</b>	<b>100</b>

### GENERAL OBJECTIVE

To provide the basic knowledge on ancient, medieval and modern Indian History and prepare the students for Civil Service examinations.

### COURSE OBJECTIVES

The learner will be able to

<b>CO No.</b>	<b>Course Objectives</b>
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 rise of different Empires and socio-cultural development during the period.
CO-4	Understand the advent of the Europeans in India and decline of Mughal Empire.
CO-5	Discuss the important British policies and the major freedom struggle movement during the period.

### UNIT-I: RECONSTRUCTING ANCIENT INDIAN HISTORY 15 HRS

Important sources for the study of ancient Indian history - Pre-historic period - Major features - The Harappan civilization - characteristics and decline - Early and Later Vedic period - society and economy - Rise of Mahajanapadas - Spread of Buddhism and Jainism.

*Extra Reading / Key Words: Domestication, Town Planning, Varna System*

### UNIT-II: MAURYAS AND GUPTAS 15 HRS

Foundation of Mauryan Empire – Chandragupta – Asoka – Dhamma - Art and architecture – Guptas – Administration – Coinage – Literature - Art and Architecture - Decline.

*Extra Reading / Key Words: Bhagavatism, Indo-Greeks, Allahabad Pillar Inscription*

### UNIT-III: ESTABLISHMENT OF DELHI SULTANATE 15 HRS

Sources for the study of medieval Indian history - Arab conquest of Sindh - Mahmud of Ghazni - Foundation of Delhi Sultanate - Slave dynasty - Iqta system - Market reforms of Alauddin Khilji - Reforms of Muhammad bin Tughlaq - Firoz Shah Tughlaq - Decline of Delhi Sultanate.

*Extra Reading / Key Words: Chahalgani, Pardha System, Vijayanagara Empire*

**UNIT-IV: EXPANSION UNDER MUGHALS****15 HRS**

Establishment of Mughal rule - Conquests of Babur - Sher Shah and his administrative and revenue reforms - Consolidation of Mughal rule under Akbar: Revenue and Military Reforms, Expansion under Jahangir, Shah Jahan and Aurangzeb - Decline of Mughals.

*Extra Reading/Key Words: Mansabdari system, Zat and Sawar, Din Ilahi, Rajputs*

**UNIT-V: COLONIALISM & INDIAN NATIONAL MOVEMENT****15 HRS**

Consolidation of Colonial Power - Important Land Revenue Settlements - Social and Religious Reform Movements - Revolt of 1857 - Major Freedom Struggle Movements - Independence of India.

*Extra Reading / Key Words: Imperialism, Mercantilism, Brahma Samaj, Subsidiary Alliance*

**COURSE OUTCOMES**

The learners will be able to:

CO No.	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand the archaeological and literary sources for the study of Indian History.	PSO:1	U
CO-2	Analyze the causes of rise, and decline of different dynasties in India in different periods.	PSO:1,2	An
CO-3	Analyse the socio-cultural status of the people of under different dynasties.	PSO:1,2	An
CO-4	Critically evaluate the socio-economic and cultural contribution of important rulers of different dynasties.	PSO:1,2	E
CO-5	Assess the causes and impact of major events in history of freedom struggle movement in India.	PSO:1,3	E

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

**PRESCRIBED TEXTBOOKS**

1. Bandyopadhyay, Sekhar (2006). From Plassey to Partition: A History of Modern India, Orient Publication, New Delhi.
2. Basham. A.L. (2003). The Wonder that was India, Rupa & Co., New Delhi.
3. Chandra, Bipin (2016). India's Struggle for Independence, Penguin Random House India.
4. Chandra, Satish (1984). History of Medieval India, Mac Millan, New Delhi.
5. Jha, D.N. (2020, a reprint). Ancient India in Historical outline, Manohar Publishers & Distributors, New Delhi.
6. Khurana, K.L. (2001). History of India: Earliest times to 1761 A.D, Lakshmi Narain Agarwal, Agra.
7. Sharma, R.S, (2007). India's Ancient Past, New Delhi, OUP.
8. Singh, Upinder (2008). A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> century, Pearson Education India, New Delhi.



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2. Gupta, P.L. (1974). The Imperial Guptas, 2 Vols. Varanasi: Vishwavidyalaya Prakashan.
3. Gurukkal, Rajan (2010). Social Formations of Early South India. New Delhi: Oxford University Press.
4. Huntington, Susan (1985). The Art of Ancient India: Buddhist, Hindu, Jain. New York and Tokyo: John Weatherhill Inc.
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7. Majumdar, R.C. (2002). An Advanced History of India, Mac Millan, New Delhi.
8. Mehta, J.L. (2009). Advanced Study in the History of Medieval India, Sterling Publishers private Ltd, New Delhi.
9. Minakshi, C. (1938). Administration and social life under the Pallavas. University of Madras.
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11. Smith Vincent, A. (1920). History of India, Oxford Publication, Oxford.
12. Thapar Romila (2002). Early India from the origin to 1300, New Delhi: Penguin.

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1. <https://cec.nic.in>
2. <https://egyankosh.ac.in>
3. <https://epgp.inflibnet.ac.in/>