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| m.A.,  historical studies |
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| **SYLLABUS** |
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| **from the academic year**  **2023 - 2024** |
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| **TAMILNADU STATE COUNCIL FOR HIGHER EDUCATION, CHENNAI – 600 005** |
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**M.A. HISTORICAL STUDIES**

**About the Programme:**

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

**Programme Structure:**

The M.A. Historical Studies is a two years Programme comprising 30 Courses covered over a period of four semesters. Each Course will carry 100 marks out of which 20 marks shall be earmarked for Internal Assessment. The students will also have the opportunity to take at least two Courses outside the Department in each semester. The University follows a credit-based semester system of teaching and evaluation.

**Programme Outcomes**

The M.A. Historical Studies graduate on completion of the programme would have acquired the following individual qualities, knowledge, skills, attitudes and values.

|  |  |  |
| --- | --- | --- |
| **PO No.** | **Characteristic Attributes** | **Programme Outcomes**  ***On completion of the M.A. Historical Studies programme the students will be able to:*** |
| **PO 1** | **Disciplinary Knowledge** | Demonstrate knowledge of historical emergence, questions asked, and distinctive contributions of the social science disciplines to the analysis of human behaviour and social issues |
| **PO2** | **Communication Skills** | Communicate conclusions, interpretations and implications clearly, concisely and effectively, both orally and in writing for different types of audiences. |
| **PO3** | **Critical Thinking, Analytical Reasoning and Problem Solving** | Critically analyze everyday problems faced by the society, evaluate specific policy proposals, compare arguments with different conclusions to a specific societal issue and assess the role played by assumptions in such arguments |
| **PO4** | **Information/digital literacy and Research-related skills** | Develop the ability to apply appropriate quantitative/qualitative techniques used in social science disciplines along with ICT, softwares etc |
| **PO5** | **Multicultural Competence** | Enhance the ability to integrate as well as synthesize the acquired knowledge within the social sciences and beyond. |
| **PO6** | **Moral and Ethical Awareness** | Articulate and apply ethics, values and ideals that demonstrate awareness of current societal challenges. |
| **PO7** | **Leadership Qualities** | Build skills to work as part of a team and lead others, setting directions and formulating inspiring vision. |
| **PO8** | **Lifelong Learning** | Learn throughout life, adapting to changing times, technology and knowledge. |

**Programme Specific Outcomes**

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| **S. No.** | **Programme Specific Outcomes**  *The students on completion of M.A. Historical Studies programme will be able to:* |
| **PSO – 1**  **Domain Knowledge** | Explain the basic historical narratives of India, Tamilnadu and the world |
| **PSO – 2**  **Communication and Employable Skills** | Develop deeper understanding, creativity, originality, analytical and critical skills in chosen specialized areas of social science disciplines leading to employability |
| **PSO – 3**  **Critical Thinking, Analytical Reasoning and Problem Solving** | Produce their own historical analysis of documents and develop the ability to think critically and historically about the past |
| **PSO – 4**  **Contribution to Higher Learning** | Acquire the knowledge to pursue research and pre-doctoral and doctoral levels in the domain and other allied disciplines. |
| **PSO – 5**  **Contribution to Society** | Contribute to the development of society due to understanding of the historical roots and context of the various social, environmental, human rights, women’s and other issues faced by humanity. |

**M.A. HISTORICAL STUDIES – THRUST AREAS OF TEACHING**

* Indian History
* Tamil Nadu History
* Freedom Movement
* Contemporary Indian History
* Contemporary Tamil Nadu History
* Indian Constitution
* Tourism
* Women’s Studies
* Human Rights

**Template for P.G., Programmes**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester–I** | **Credit** | **Hours** | **Semester-II** | **Credit** | **Hours** | **Semester-III** | **Credit** | **Hours** | **Semester–IV** | **Credit** | **Hours** |
| 1.1. Core-I | 5 | 7 | 2.1. Core-IV | 5 | 6 | 3.1. Core-VII | 5 | 6 | 4.1. Core-XI | 5 | 6 |
| 1.2 Core-II | 5 | 7 | 2.2 Core-V | 5 | 6 | 3.2 Core-VII | 5 | 6 | 4.2 Core-XII | 5 | 6 |
| 1.3 Core – III | 4 | 6 | 2.3 Core – VI | 4 | 6 | 3.3 Core – IX | 5 | 6 | 4.3 Project with viva voce | 7 | 10 |
| 1.4 Discipline Centric  Elective -I | 3 | 5 | 2.4 Discipline Centric  Elective – III | 3 | 4 | 3.4 Core – X | 4 | 6 | 4.4Elective - VI (Industry / Entrepreneurship)  20% Theory  80% Practical | 3 | 4 |
| 1.5 Generic Elective-II: | 3 | 5 | 2.5 Generic Elective -IV: | 3 | 4 | 3.5 Discipline Centric Elective - V | 3 | 3 | 4.5 Skill Enhancement course / Professional Competency Skill | 2 | 4 |
|  |  |  | 2.6 NME I | 2 | 4 | 3.6 NME II | 2 | 3 | 4.6 Extension Activity | 1 |  |
|  |  |  |  |  |  | 3.7 Internship/ Industrial Activity | 2 | - |  |  |  |
|  | **20** | **30** |  | **22** | **30** |  | **26** | **30** |  | **23** | **30** |
| **Total Credit Points -91** | | | | | | | | | | | |

* **Choice Based Credit System (CBCS), Learning Outcomes Based Curriculum Framework (LOCF) Guideline Based Credits and Hours Distribution System**
* **for all Post – Graduate Courses including Lab Hours**
* **First Year – Semester – I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – I | 5 | 7 |
| Core – II | 5 | 7 |
| Core – III | 4 | 6 |
| Elective – I | 3 | 5 |
| Elective – II | 3 | 5 |
|  |  | **20** | **30** |

* **Semester-II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – IV | 5 | 6 |
| Core – V | 5 | 6 |
| Core – VI | 4 | 6 |
| Elective – III | 3 | 4 |
| Elective – IV | 3 | 4 |
| Skill Enhancement Course [SEC] - I | 2 | 4 |
|  |  | **22** | **30** |

* **Second Year – Semester – III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – VII | 5 | 6 |
| Core – VIII | 5 | 6 |
| Core – IX | 5 | 6 |
| Core (Industry Module) – X | 4 | 6 |
| Elective – V | 3 | 3 |
| Skill Enhancement Course - II | 2 | 3 |
|  | Internship / Industrial Activity [Credits] | 2 | - |
|  |  | **26** | **30** |

* **Semester-IV**

|  |  |  |  |
| --- | --- | --- | --- |
| **Part** | **List of Courses** | **Credits** | **No. of Hours** |
|  | Core – XI | 5 | 6 |
| Core – XII | 5 | 6 |
| Project with VIVA VOCE | 7 | 10 |
| Elective – VI (Industry Entrepreneurship) | 3 | 4 |
| Skill Enhancement Course – III / Professional Competency Skill | 2 | 4 |
| Extension Activity | 1 | - |
|  |  | **23** | **30** |

* **Total 91 Credits for PG Courses**

**M.A. HISTORICAL STUDIES – CAREER PROSPECTS**

Graduates with a Master of Arts degree in Historical Studies can find employment in multiple public and private sector fields. Some of the fields which employ MA Historical Studies degree holders are:

* Teaching
* Public Service
* Civil Service
* Archaeology
* Archives
* Historian
* NGOs/ Social Work
* Private Sector
* UPSC/TNPSC Coaching centers
* Travel and Tourism

**COURSE STRUCTURE**

**First Semester**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Component** | **Name of the Paper** | **Credits** | **Hrs** | **Max Marks** | | **Total** |
| **Int** | **Ext** |
| PART I | Core Paper I - HISC101  Social and Cultural History of Tamilnadu upto 1565 C.E. | 5 | 7 | 25 | 75 | 100 |
| Core Paper II - HISC102  Social and Cultural History of India up to 1526 CE | 5 | 7 | 25 | 75 | 100 |
| Core Paper III - HISC103  Economic History of India from 1526 C.E. – 1857 C.E | 4 | 6 | 25 | 75 | 100 |
| PART II | Elective (Generic / Discipline Centric)- I  HISE 101 – Intellectual History of Modern India | 3 | 5 | 25 | 75 | 100 |
| Elective (Generic / Discipline Centric)-II  HISE 102 – Indian National Movement | 3 | 5 | 25 | 75 | 100 |
| **SEMESTER WISE CREDITS TOTAL** | | **20** | **30** |  |  |  |

**\*Choose any one paper from the other department**

**SECOND SEMESTER**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Component** | **Name of the Paper** | **Credits** | **Hrs** | **Max Marks** | | **Total** |
| **Int** | **Ext** |
| PART I | Core Paper IV - HISC104  Social and Cultural History of Tamilnadu from 1565 C.E. to 1947 C.E. | 5 | 6 | 25 | 75 | 100 |
| Core Paper V - HISC105  Social and Cultural History of India from 1526 C.E. to 1947 C.E. | 5 | 6 | 25 | 75 | 100 |
| Core Paper VI - HISC106  Economic History of India from 1526 C.E. – 1858 C.E to 1947 C.E. | 4 | 6 | 25 | 75 | 100 |
| PART II | Elective (Generic / Discipline Centric)- III  HISE 103 – Indian Constitutional Developments since 1947 C.E. | 3 | 4 | 25 | 75 | 100 |
| Elective (Generic / Discipline Centric)-IV  HISE 104 – Studies in Human Rights | 3 | 4 | 25 | 75 | 100 |
| Skill Enhancement Course SEC 2\* NME | 2 | 4 | 40 | 60 | 100 |
| **SEMESTER WISE CREDITS TOTAL** | | **22** | **30** |  |  |  |

**\* Ability Enhancement Course- Soft Skill - Choose any one paper from the other department**

**THIRD SEMESTER**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Component** | **Name of the Paper** | **Credits** | **Hrs** | **Max Marks** | | **Total** |
| **Int** | **Ext** |
| PART I | Core Paper VII - HISC107  Labour Movements in India | 5 | 6 | 25 | 75 | 100 |
| Core Paper VIII - HISC108  History of World Civlizations (Excluding India) Ancient Period | 5 | 6 | 25 | 75 | 100 |
| Core Paper IX - HISC109  Historiography and Historical Methods | 5 | 6 | 25 | 75 | 100 |
|  | Core Paper X - HISC110  Contemporary History of India from 1947 C.E. to 2014 CE | 4 | 6 | 25 | 75 | 100 |
| PART II | Elective (Generic / Discipline Centric)-V  HISE 105 – Development of Science and Technology from 1947 C.E. to 2014 C.E. | 3 | 3 | 25 | 75 | 100 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Skill Enhancement Course – Term Paper and Seminar Presentation SEC 3\* NME | 2 | 3 | 40 | 60 | 100 |
| Internship/ Industrial Activity | 2 | - | 40 | 40 | 100 |
| **SEMESTER WISE CREDITS TOTAL** | | **26** | **30** |  |  |  |

**\* Choose any one paper from the other department**

**FOURTH SEMESTER**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course Component** | **Name of the Paper** | **Credits** | **Hrs** | **Max Marks** | | **Total** |
| **Int** | **Ext** |
| PART I |  |  |  |  |  |  |
| Core Paper XI - HISC111  History of World Civilizations (Excluding India) Medieval and Modern Period | 5 | 6 | 25 | 75 | 100 |
| Core Paper XII - HISC112  International Relations since C.E.1945 | 5 | 6 | 25 | 75 | 100 |
|  | Elective (Generic / Discipline Centric)-VI  HISE 106 – Gender Studies | 3 | 4 | 25 | 75 | 100 |
| Project with Viva-Voce | 7 | 10 | 40 | 60 | 100 |
| Skill Enhancement Course - Professional Competency Skill\* | 2 | 4 | 40 | 60 | 100 |
| Extension Activity | 1 | - | 40 | 40 | 100 |
| **SEMESTER WISE CREDITS TOTAL** | | **23** | **30** |  |  |  |

**\* Choose any one paper from the other department**

**Total Credits = 91**

**CORE PAPERS**

|  |  |  |  |
| --- | --- | --- | --- |
| HIS | Core01 | HISC101 | Social and Cultural History of Tamilnadu upto 1565 C.E. |
| HIS | Core02 | HISC102 | Social and Cultural History of India up to 1526 CE |
| HIS | Core03 | HISC103 | Economic History of India from 1526 C.E. – 1857 C.E |
| HIS | Core04 | HISC104 | Social and Cultural History of Tamilnadu from 1565 C.E. to 1947 C.E. |
| HIS | Core05 | HISC105 | Social and Cultural History of India from 1526 C.E. to 1947 C.E. |
| HIS | Core06 | HISC106 | Economic History of India from 1526 C.E. – 1858 C.E to 1947 C.E. |
| HIS | Core07 | HISC107 | Labour Movements in India |
| HIS | Core08 | HISC108 | History of World Civlizations (Excluding India) Ancient Period |
| HIS | Core09 | HISC109 | Historiography and Historical Methods |
| HIS | Core10 | HISC110 | Contemporary History of India from 1947 C.E. to 2014 CE |
| HIS | Core11 | HISC111 | History of World Civilizations (Excluding India) Medieval and Modern Period |
| HIS | Core12 | HISC112 | International Relations since C.E.1945 |

**LIST OF ELECTIVE PAPERS**

|  |  |
| --- | --- |
| HISE 101 | Intellectual History of Modern India |
| HISE 102 | Indian National Movement |
| HISE 103 | Indian Constitutional Developments since 1947 C.E. |
| HISE 104 | Studies in Human Rights |
| HISE 105 | Development of Science and Technology from 1947 C.E. to 2014 C.E. |
| HISE 106 | Gender Studies |

**SEMESTER – I**

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| **Course code** | | **HISC101** | | **SOCIAL AND CULTURAL HISTORY OF TAMILNADU UPTO 1565 C.E.** | **L** | | **T** | **P** | | **C** | |
| **Core/Elective/Supportive** | | | **Core** | | **4** | | **0** | **0** | | **4** | |
| **Pre-requisite** | | | Students should have basic knowledge on history of Tamil Nadu | |  | | | |  | | |
| **Course Objectives:** | | | | | | | | | | | |
| The main objectives of this course are to:   * To enable the students to understand political, social, economic, administrative and cultural history of early Tamils. * Recent researchers in the ancient history of Tamil Nadu and the new excavation have brought to light the glory of the cultural past of the Tamils. * The students will acquire knowledge about the Social and cultural aspects of the Tamil Society from the Sangam Period to Nayak rule by learning this paper. | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1. | To recognize the Age of Sangam, Economic, Trade, Customs, Religion,  Literature and Arts during the Sangam Age - the Kalabhras. | | | | | | | K1 & K3 | | | |
| 2. | To appraise the Age of Pallavas and the Bhakti Movement. | | | | | | | K1 & K2 | | | |
| 3. | To categorise the condition of economic, social religion, literature , education, and development of Art and Architecture under the Imperial Cholas. | | | | | | | K2 & K3 | | | |
| 4. | To analyse the condition of economic, social religion, literature, education, and development of Art and Architecture under the Second Pandyan empire. | | | | | | | K2 & K4 | | | |
| 5. | To assess the rule of Vijayanagar and the Nayaks. | | | | | | | K5 & K6 | | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | | Introduction | | | | **14 hours** | | | | | |
| Geographical features of Tamil Nadu – Sources for the study of ancient Tamil Nadu – Pre-historic – megalithic – historical – literary sources – New findings and perspectives from on-going excavations | | | | | | | | | | |

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| **Unit:2** | | The Sangam Age | | **14 hours** | |
| The Cheras – The Cholas – The Pandyas – Sangam Polity – classification of tinai – Social Institutions – Customs and Practices – Economic Life – Trade – Religion – Literature – Fine Arts – The Kalabhras and the development of Literature-Religion – Influences of Buddhism and Jainism. | | | | | |
| **Unit:3** | | Aryan penetration and its influences in Tamil Nadu | **9 hours** | | |
| – Rise of new kingdom – The Pallavas of Kanchi – various theories of their origin – Social Institutions – Society – Economic Life – Age of Brahmadeya land grants – Religion – Development of Education and Literature – Evolution of Art and Architecture – Bhakti Movement and its effects – Decline of the Pallavas. | | | | | |
| **Unit:4** | | Imperial Cholas | **14 hours** | | |
| Rise of the Cholas –– Administration – Central, Provincial and Local (or) Kudavolai system – Social and Economic Life – Religion – Role of the Temples – Development of Literature and Education, Education Centers – Rise of Dravidian Art and Architecture | | | | | |
| **Unit:5** | | Smaller Kingdoms | **14 hours** | | |
| Later Cholas and their decline- the Second Pandyan Empire: Foreign Accounts – Society – Economic Life – Religion – Literature – Fine Arts – development of Art and Architecture – Muslim invasions – Tamilagam under Vijayanagar and Nayak Rule: Society – Influence of the Portuguese – Economic Life – Religion – Literature – Art and Architecture. | | | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** | | |
| Expert lectures, You Tubes Videos, Animations, NPTEL, MOOC videos, and online seminars –  webinars for strengthening the subject matters. | | | | | |
|  | | **Total Lecture hours** | **72 hours** | | |
| **Text Book(s)** | | | | | |
| 1. | G Krishnamurthy, V.M. History of Tamil Nadu up to A.D.1565, Vijayalakshmi Publications,  Neyyur, . | | | | |
| 2. | Nilakanta Sastri. K.A.,History of South India, Oxford University Press, Madras, 1966. | | | | |
| 3 | Pillay. K.K., A Social History of the Tamil, Tamilnadu History – its People and Culture (in  Tamil), University of Madras, Chennai, 2009. | | | | |
| 4 | Nebrou Karashima ed, A Concise History of South India: Issues and Interpretations. New Delhi  Oxford University Press, 2014 | | | | |
|  | | | | | |
| **References** | | | | |
| 1. | Gopal. R., History of the Pallavas of Kanchi, University of Madras, Madras , 1928 | | | |
| 2. | Meenakshi, C., Administration and Social Life under the Pallavas, University of Madras,  Madras, 1977 | | | |
| 3. | NilakantaSastri. K.A., The Colas, University of Madras, Madras,1984 | | | |
| 4. | Stein Burton., State and Society in Medieval South India, Oxford,Delhi, 1980 | | | |
| 5 | Robert Sewell., A Forgotten Empire (Vijayanagar), Asian Educational Services New Delhi ,  1982 | | | |
| 6 | Mahalingam T.V., Administration and Social Life under Vijayanagar, University of Madras,  1940 | | | |
| 7 | Nilankata Sastri. K.A., The Pandian Kingdom from the earliest times to the Sixteenth Century,  London, 1929 | | | |
| 8 | Sadasiva Pandarattar., Pirkala Cholar Varalaru (Tamil), Annamalai Univerisity Publishers,  Annamalai Nagar, Chidambaram , 1975. | | | |
| Course Designed By: | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | |
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| **Mapping with Programme Outcomes\*** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | M | S | M | S | L | M | L | L |
| **CO2** | S | S | L | S | S | M | L | M | L | L |
| **CO3** | S | M | S | S | S | M | L | S | L | L |
| **CO4** | S | S | S | S | S | S | M | S | L | L |
| **CO5** | S | S | S | M | M | L | S | L | L | L |

S-Strong; M-Medium; L-Low

**SEMESTER - I**

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| **Course code** | | HISC102 | | **SOCIAL AND CULTURAL HISTORY OF INDIA UP TO 1526 CE** | **L** | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | **Core** | | **4** | | **0** | **0** | | **4** |
| **Pre-requisite** | | | Students should have basic knowledge on ancient Indian history | |  | | | |  | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:   * Understand the vibrant picture of the distinct and unique culture of India through vast sources. * Educate about the discovery of Indus Valley Civilization and the remarkable features of Vedic age. * Appreciate the different features of ancient Indian religions and the Re-polarization of Society. * Study the Persian and Greek influence on Indian Society. * **Analyze the social, economic and religious aspects of India up to 1526 CE.** | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | |
| The students would have gained knowledge on the following concepts: | | | | | | | | | | |
| 1. | Comprehend the magnificence of ancient Indian culture and civilization. | | | | | | | K1 & K3 | | |
| 2. | Evaluate the religious significance of ancient India | | | | | | | K1 & K2 | | |
| 3. | Assess the impact of foreign influence on ancient Indian society. | | | | | | | K2 & K3 | | |
| 4. | **Understand the cultural efflorescence of India.** | | | | | | | K2 & K4 | | |
| 5. | Appreciate the art and architecture of India under Delhi Sultans. | | | | | | | K5 & K6 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | |
|  | | | | | | | | | | |
| **Unit:1** | | Pre-Historic India | | | | **14 hours** | | | | |
| Sources for the study of Ancient Indian History -India’s Geographical features - Prehistoric Culture – Indus Valley Civilization – Extent of Indus Valley – Social – Cultural life of the Indus Valley people  – Indus Script – Religion – Economy and Trade – Causes for the decline of the Indus Valley civilization. | | | | | | | | | | |

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| **Unit:2** | | Vedic Age | | **14 hours** |
| The Coming of the Aryans – Social and cultural life of the Rig Vedic and Later Vedic Aryans – Religious ideas, rituals and practices – Evolution of Social Institutions – Origin and growth of caste system and its impact on society. | | | | |
| **Unit:3** | | Birth of New Religions | **9 hours** | |
| Religious upsurge in 6th Century B.C. – Jainism and Buddhism **–** Causes, Social, Economic and Religious factors- Contribution to Indian culture – Language, Literature, Art and Architecture – Causes for the Decline of Buddhism – The Rise of Urban Centres – Janapadas amd Majanapadas – Cultural interaction between India and neighbouring countries (Central Asia, South East Asia, China) | | | | |
| **Unit:4** | | Cultural Synthesis | **14 hours** | |
| Gandhara, Mathura School of Art – Vaishnavism – Saivism – The Satavahanas – rise of Guptas – Samudra Gupta – Revival of Hinduism during the Gupta period – Its impact on Society – Cultural Florescence – literature, science – Art and Architecture – Temples – Sculpture – Painting – Religion  – Great Educational Centres-Nalanda and Vikramasila – Decline of the Guptas. | | | | |
| **Unit:5** | | Rise of New Regional Kingdoms |  | |
| Rajput Society and Culture – Foreign Accounts – rise of feudalism and regional kingdoms- Advent of Arabs **–** cultural transactions between India and west Asia- Delhi Sultanate – Society – Sultan and Nobles - Slave System – Jagir system-Status of Women – Religion – Chilsila and Sufism – Cultural  Conditions – Literature, Learning, Art and Architecture. | | | | |
| **Unit:6** | | **Contemporary Issues** | **2 hours** | |
| Expert lectures, You Tubes Videos, Animations, NPTEL, MOOC videos, and online seminars –  webinars for strengthening the subject matters. | | | | |
|  | | **Total Lecture hours** | **72 hours** | |
| **Text Book(s)** | | | | |
| 1. | Basham A.L., The Wonder that was India, Sidgwick and Jackson,1954 | | | |
| 2. | The Culture and Civilization of Ancient India in Historical Outline, Vikas Publishing House  Pvt.Ltd., | | | |
| 3. | Chakrabarti, D.K. India : An Archaeological History New Delhi: Oxford University | | | |
| 4. | Thapar, R. Early India: From the Origins to AD 1300, New Delhi: Penguin, 2003 | | | |
| 5 | Singh, U, A History of Ancient and Early Medieval India: From the Stone Age to the  12th Century, Delhi: Pearson Longman, 2008, New Delhi: Pearson, 2016. | | | |
| 6 | Majumdar R.C., Raychaudhuri H.C, and Dutta, An Advanced History of India, Macmillan,  Madras, 1994. | | | |
| 7 | Subramanian N., Indiya Varalaru (Tamil), New Century Book House, Chennai, 2004. | | | |
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| **References** | |
| 1 | Munshi,K.M., The Classical Age, Vol ., Bharathiya Vidhya Bhavan Series, Bombay, 1954. |
| 2 | Kosambi D.D., An Introduction to the Study of Indian History, Popular Prakashan, Delhi, 1975. |
| 3 | Allchin, B., and R. Allchin, Origins of a Civilization: The Pre-history and Early Archaeology  of South Asia, New Delhi: Viking, 1997 |
| 4 | Majumdar, R. C,.eds. The Vedic Age, George Allen and Unwin, 1931 |
| 5 | Chattopadhyaya, B.D. Representing the Other? Sanskrit Sources and the Muslims eight to  Fourteenth century). New Delhi: Manohar, 1998 |
| 6 | Sharma. R.S, Material Culture and Social Formations in Ancient India. Delhi  Macmillan India. 1983 |
| 7 | Allchin, F.R. et al The Archaeology of Early Historic South Asia: The Emergence of  Cities and States. Cambridge: Cambridge University Press, 1995. |
| 8 | Sharma, R.S, Aspects of Political Ideas and Institutions in Ancient India. Delhi:Motilal  Banarsidass, 1996 |

**Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]**

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| **Mapping with Programme Outcomes\*** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | M | S | M | S | L | M | L | L |
| **CO2** | S | S | L | S | S | M | L | M | L | L |
| **CO3** | S | M | S | S | S | M | L | S | L | L |
| **CO4** | S | S | S | S | S | S | M | S | L | L |
| **CO5** | S | S | S | M | M | L | S | L | L | L |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | **HIS C 103** | | | **ECONOMIC HISTORY OF INDIA FROM 1526 – C.E.1857 C.E** | | **L** | | **T** | **P** | | **C** |
| **Core/Elective/Supportive** | | | | | **Core** | | | **4** | | **0** | **0** | | **4** |
| **Pre-requisite** | | | | | Students should know about economic policies of Indian and Colonial rulers | | |  | | | |  | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:  Create awareness among the students to the policies taken by the then governments to improve agriculture in India.  Understand the Industrial policies of East India Company.  Learn about the Transport and Communication developments from 1526-1857 Induce the students to come forward to work for the betterment of India. | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1. | | How the Mughal rulers introduced a system of revenue administration | | | | | | | | | K1 & K3 | | | |
| 2. | | The Agrarian conditions and the introduction of commercial crops | | | | | | | | | K1 & K2 | | | |
| 3. | | The growth of Industries during British period and Independent India | | | | | | | | | K2 & K3 | | | |
| 4. | | Will enable the students pertaining to trade and commerce | | | | | | | | | K2 & K4 | | | |
| 5. | | The overall development of transport and communication system | | | | | | | | | K5 & K6 | | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | |
| **Unit:1** | | | | Revenue Settlements | | | | | **14 hours** | | | | | |
| Economic condition under the Mughals – Types of lands – *Jagirdari – Zamindari* – *Mansabdari –* Khalsa Land and Revenue Assignments – Land Revenue under Sher Shah – Land Tenures – Agriculture and Irrigation under the Mughals rule. | | | | | | | | | | | | | | |
| **Unit:2** | | | | Medieval Economy | | | | | **14 hours** | | | | | |
| Trade and Commerce under the Mughals – Europeans’ arrival – Society and economy under  Vijayanagar -New System of Coinage –– Marathas – East India Company – Competition among European Powers in the Carnatic. | | | | | | | | | | | | | | |
| **Unit:3** | | | | Free Trade | | | **9 hours** | | | | | | | |
| Indian Economy on the eve of the British Rule –Trade under the East India Company – Monopoly –  the forms of “investments” – Economic Drain from India - Internal and External Trade – De – industrialization in colonial India-Nature of colonial market penetration. | | | | | | | | | | | | | | |
| **Unit:4** | | | | Land Revenue Settlements in India | | | **14 hours** | | | | | | | |
| The Permanent Settlement, Ryotwari, Mahalwari – Commercialization of Agriculture – Neglect of Irrigation – Famine and Famine Administration – Conditions of peasants – Revolts of the peasants  – Various Land Tenures and Revenue Settlements under British Rule | | | | | | | | | | | | | | |
| **Unit:5** | | | | Development of modern means of communication | | | **14 hours** | | | | | | | |
| Introduction of Transport system – Development of Roadways – Water Ways – Railways and Communication network – Postal Service and Telegraph system. | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | **2 hours** | | | | | | | |
| Expert lectures, YouTubes Videos, Animations, NPTEL, MOOC videos, and online seminars –  webinars for strengthening the subject matters. | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | **72 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1. | Habib, Irfan. Indian Economy under Early British Rule 1757-1857: A People's History of India | | | | | | | | | | | | | |
|  | 25.Delhi: Tulka, 2013 | | | | | | | | | | | | |
| 2. | Tithankar Roy, An Economic History of Early Modem India., Rutledge, 2013 | | | | | | | | | | | | |
| 3. | Chaudhary, Latika et. al., eds. A New Economic History of Colonial India, London and  NewYork: Routledge, 2016 | | | | | | | | | | | | |
| 4. | Bipan, Chandra, Nationalism and Colonialism in Modern India. Delhi: Orient Longman | | | | | | | | | | | | |
| 5. | Shireen Moosvi, The Economy of the Mughal Empire, New Delhi: OUP, 1987. | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | |
| 1. | Raychaudhuri, T and I. Habib, eds. Cambridge Economic History of India, Vol. I Cambridge: Cambridge University Press, 1982. | | | | | | | | | | | | |
| 2. | Richards, J.F. The Mughal Empire: The New Cambridge History of India, Vol. 5 Reprint, Cambridge, Cambridge University Press, 2007 | | | | | | | | | | | | |
| 3. | Habib, L The Agrarian System of Mughal India 1556-1707. Revised edition, New Delhi:  Oxford University Press, 1999 | | | | | | | | | | | | |
| 4 | Ashin Das Gupta, The World of the Indian Ocean Merchants (Collected Essays), New Delhi: OUP 2001 | | | | | | | | | | | | |
| 5 | Holden Furber, Rival Empires of Trade in the Orient, 1600-1800, Minneapolis, 1976. | | | | | | | | | | | | |
| 6 | Muzaffar Alam, The Crisis of Empire in Mughal North India: Awadh and the Punjab, 1707-1748, New Delhi, OUP, 1986 | | | | | | | | | | | | |
| 7 | P.J. Marshall, The Eighteenth Century in Indian History : Evolution or Revolution, New Delhi: OUP, 2003 | | | | | | | | | | | | |
| 8 | K.N. Raj et al (eds.), Commercialisation of Indian Agriculture, Delhi, Oxford  University Press, 1985. | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes\*** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | M | S | M | S | L | M | L | L |
| **CO2** | S | S | L | S | S | M | L | M | L | L |
| **CO3** | S | M | S | S | S | M | L | S | L | L |
| **CO4** | S | S | S | S | S | S | M | S | L | L |
| **CO5** | S | S | S | M | M | L | S | L | L | L |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **HIS E 101** | | | | **INTELLECTUAL HISTORY OF MODERN INDIA** | | | | | | | | **L** | | **T** | **P** | | | **C** |
| **Core/Elective/Supportive** | | | | | | | **Elective** | | | | | | | | | **4** | | **0** | **0** | | | **3** |
| **Pre-requisite** | | | | | | | Students should know about modern Indian thinkers and their ideas their practices in India. | | | | | | | | |  | | | | |  | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:  Introduce the students to key modern Indian thinkers and their ideas and thoughts, this helped in shaping Modern India.  Make the students to understand modern social thought that contributed towards India’s Independence**.**  Understand the process of social transformation and Change | | | | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | |
| 1. | | The main features of modern Political thought. | | | | | | | | | | | | | | | | | K1 & K3 | | | |
| 2. | | The development of social thought in India. | | | | | | | | | | | | | | | | | K1 & K2 | | | |
| 3. | | Differences between the revolutionary thought and Social thought. | | | | | | | | | | | | | | | | | K2 & K3 | | | |
| 4. | | The progress of intellectual thought | | | | | | | | | | | | | | | | | K2 & K4 | | | |
| 5. | | The process of Social Change | | | | | | | | | | | | | | | | | K5 & K6 | | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | Importance of Intellectual History | | | | | | | | | | | | | **14 hours** | | | | | |
| Introduction to Intellectual History – Factors contributed to the intellectual awakening in 19th century India – Indian Renaissance | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:2** | | | | Political Thinkers | | | | | | | | | | | | | **14 hours** | | | | | |
| M.G. Ranade – G. K. Gokhale – S.N.Banerjee – Tilak – B.C. Pal – Lajpat Rai – M K Gandhi – Jawaharlal Nehru – Sardar Patel – Moulana Abdul Kalam Azad. | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | Social Thinkers | | | | | | | | | | | **9 hours** | | | | | | | |
| Rajaram Mohan Roy – Iswarchandra Vidyasagar – Swami Dayananda Saraswahi – Syed Ahmed Khan – Subash Chandra Bose - B.R. Ambedkar – E.V.R. Periyar – Vinobha Bhave . | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:4** | | | | Socialist and Communist Thinkers | | | | | | | | | | | **14 hours** | | | | | | | |
| Socialist and Communist Thinkers: M.N. Roy – S.A. Dange –– Jaya Prakash Narayan – Ram Manohar Lohia. | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | Men of Letters | | | | | | | | | | **14 hours** | | | | | | | | | |
| Literatures: Bankim Chandra Chatterjee – Rabindranath Tagore – Prem Chand – Subramania Bharathi – Thiru. Vi. Ka.- Sarojini Naidu – Bharathidasan | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | | | | | | | | **2 hours** | | | | | | | | | |
| Expert lectures, You Tubes Videos, Animations, NPTEL, MOOC videos, and online seminars –  webinars for strengthening the subject matters. | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | | | | | | | | **72 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | Appadorai, A, Indian Political Thinking in the twentieth Century: An Introductory Survey,  South Asian Publishers, New Delhi, 1987. | | | | | | | | | | | | | | | | | | | | | | |
| 2. | Anne Taylor, Annie Besant: A Biography, Oxford University Press, 1992. | | | | | | | | | | | | | | | | | | | | | | |
| 3. | Aparna Banerjee, Integral Philosophy of Sri Aurobindo, Rediff Books, 2012. | | | | | | | | | | | | | | | | | | | | | | |
| 4. | Dev Raj Bali, Modern Indian Thought: Rammohan Roy to Jayaprakash Narayan, Sterling  Publishers Pvt. Ltd.,New Delhi,1984. | | | | | | | | | | | | | | | | | | | | | | |
| 5. | Gopalakrishnan, M.D., Periyar, Father of the Tamil Race, Emerald Publications, 1991. | | | | | | | | | | | | | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | |
| 1. | Johari, J.C., Political Theory and Socio- Political Philosophy, Sterling Publication, New Delhi,  2015. | | | | | | | | | | | | | | | | | | | | | | |
| 2. | Ravindra Kumar Ed. Selected documents of Lokamanya Bal Gangadhar Tilak, 1880-1920  New Delhi : Anmol Publications, 1992 | | | | | | | | | | | | | | | | | | | | | | |
| 3. | Stanley A. Wolpert, Tilak and Gokhale: Revolution and Reform in the Making of Modern  India, University of California Press, 1989. | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Valerian Rodrigues Ed. The essential writings of B.R. Ambedkar Delhi ; Oxford : Oxford  University Press, 2004 | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Shafey Kidwai, Sir Syed Ahmed Khan: Reason, Religion and Nation, Taylor & Francis, 2020. | | | | | | | | | | | | | | | | | | | | | | |
| 6 | S. Gopal and Uma Iyengar The essential writings of Jawaharlal Nehru New Delhi :  Oxford University Press, 2003 | | | | | | | | | | | | | | | | | | | | | | |
| 7 | T.R. Metcalf, Ideologies of the Raj: The New Cambridge History of India, III.4,  Cambridge University Press, 1995. | | | | | | | | | | | | | | | | | | | | | | |
| 8 | B.C. Robertson Ed. Essential Writings of Raja Rammohan Roy Delhi: Oxford University Press | | | | | | | | | | | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes\*** | | | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | | **PO1** | | **PO2** | **PO3** | | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | | **PO9** | | | | **PO10** | | | |
| **CO1** | | | | M | | S | M | | | S | M | S | L | M | | | L | | | | L | | | |
| **CO2** | | | | S | | S | L | | | S | S | M | L | M | | | L | | | | L | | | |
| **CO3** | | | | S | | M | S | | | S | S | M | L | S | | | L | | | | L | | | |
| **CO4** | | | | S | | S | S | | | S | S | S | M | S | | | L | | | | L | | | |
| **CO5** | | | | S | | S | S | | | M | M | L | S | L | | | L | | | | L | | | |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | **CODE: HIS E 102** | | **Indian National Movement** | | | **L** | | **T** | **P** | **C** | |
| **Core/Elective/Supportive/** | | | | **Elective** | | | | **4** | | **0** | **0** | **3** | |
| **Pre-requisite** | | | | The course is important to understand India’s  struggle for freedom | | | |  |  | | | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:  Impart and imbibe in students values and lessons of the Indian National Movement, Learn the sacrifices made by nationalist leaders for the cause of freedom,  Prepare students for the state and central government competitive examinations, To communicate the importance of safeguarding our freedom and national values. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | The India’s struggle for freedom | | | | | | | | | K1 | | |
| 2 | | The popular revolt in 1857 | | | | | | | | | K2 | | |
| 3 | | The role of Indian National Congress towards achieving unity. | | | | | | | | | K3 | | |
| 4 | | The new weapon of mobilisation, ahimsa | | | | | | | | | K4 | | |
| 5 | | The role of national leaders in India’s freedom Movement. | | | | | | | | | K5 | | |
| 6 | | The India’s struggle for freedom | | | | | | | | | K6 | | |
| **K1** - Remember; **K2** – Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | Beginning of National Movement | | | | | **14 hours** | | | | | |
| Introduction – Early Uprising against the British – Colonial Rule up to C.E 1857 – Poligars and the  British – The Vellore Mutiny of 1806, Causes, Course, and Results. | | | | | | | | | | | | | |
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| **Unit:2** | | | Politics of Agitation | | | | | **14 hours** | | | | | |
| The rise of middle classes-Constitutional changes – Demands for representation in liberal services –  government‘s illiberal polices in the 1880’s – Press Act – Agitation against Ripon’s reforms. | | | | | | | | | | | | | |
| **Unit:3** | | | Gandian Era | | | | **14 hours** | | | | | | |
| Indian National Congress – Moderates and Extremists – Partition of Bengal 1905 – Muslim League –  Swedeshi Movement – Revolutionaries – Minto – Morley Act of 1909 – Lucknow Pact | | | | | | | | | | | | | |
| **Unit:4** | | | Intensification of Agitation | | | **14 hours** | | | | | | |
| Home Rule Movement – Role of Nationalist Press in the Indian National Movement – Rowlat Act – Jallianwala Bagh massacre – Government of India Act of 1919 – Gandhian Era: Satyagraha – Non –  Cooperation Movement – Khilafat Movement – Swarajists Party – Simon Commission | | | | | | | | | | | | |
| **Unit:5** | | | Towards Freedom | | | **14 hours** | | | | | | |
| Civil Disobedience Movement – Round Table Conferences – Government of India Act of 1935 –  Quit India Movement – Cabinet Mission – Indian National Army – Partition and Independence. | | | | | | | | | | | | |
| **Unit:6** | | | Contemporary Issues | | | **2 hours** | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | |
|  | | | Total Lecture hours | | | **72 hours** | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | |
| 1 | Chandra, Bipan ct. al. India's Struggle for Independence. New Delhi: Penguin, 1988 | | | | | | | | | | | |
| 2 | Bandhopadhyay, Shekhar, From Plassey to Partition: A History of Modern India. Delhi,  Orient Blackswan, 2004 | | | | | | | | | | | |
| 3 | Sarkar, Sumit. Modern India: 1885.1947. Delhi: Macmillan, 1983. | | | | | | | | | | | |
| 4 | Judith Brown, Gandhi’s Rise to Power, Cambridge, 1971 | | | | | | | | | | | |
| 5 | D. A. Low (ed.), Congress and the Raj (Reprinted by Oxford University Press,  Delhi, 2004. | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | |
| 1 | Bipan, Chandra, Nationalism and Colonialism in Modern India. Delhi: Orient Longman, | | | | | | | | | | | |
| 2 | Brown, Judith, Gandhi's Rise to Power, Cambridge: Cambridge University Press, 1972 | | | | | | | | | | | |
| 3 | Bayly, C. A. Indian Society and the Making of the British Empire. | | | | | | | | | | | |
| 4 | Cohn, B. Colonialism and its Forms of Knowledge. Princeton, New Jersey, Princeton  University Press, 1996 | | | | | | | | | | | |
| 5 | Bandyopadhyay, Shekhar (ed). National Movement in India-A Reader. New Delhi, Oxford | | | | | | | | | | | |
| 6 | Guha, Ranajit and Gayatri Chakaravarti Spivak, eds. Selected Subaltern Studies. New York and Oxford Press. 1988. | | | | | | | | | | | |
| 7 | Bhattacharya, Sabyasachi, ed. Rethinking 1857. Delhi: Orient Longman, 2007 | | | | | | | | | | | |
| 8 | C. Jaffrelot, The Hindu Nationalist Movement, Delhi: Penguin, 1993, Revised second edition, 2000. | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | S | S | L | S | M |
| **CO2** | M | M | S | L | S | M | S | L | L | M |
| **CO3** | S | M | S | S | M | S | L | S | L | S |
| **CO4** | S | L | S | M | M | S | S | M | S | L |
| **CO5** | S | S | S | S | S | S | S | S | S | M |
| **CO6** | S | M | S | S | S | M | L | S | S | S |

\*S-Strong; M-Medium; L-Low

**SEMESTER II**

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| **Course code** | | | **HIS C 104** | | **SOCIAL AND CULTURAL HISTORY OF TAMILNADU from 1565 CE to 1947 CE** | | **L** | | **T** | **P** | | **C** |
| **Core/Elective/ Supportive** | | | | **Core** | | | **4** | | **0** | **0** | | **4** |
| **Pre-requisite** | | | | Students should understand different ruling dynasties in Tamil society and the cultural changes from the time of Marathas. | | |  | | | |  | |
| **Course Objectives:** | | | | | | | | | | | | |
| The main objectives of this course are to:  To understand different ruling dynasties in Tamil society and the cultural changes from the time of Marathas.  To understand the introduction of East India Company’s administration To understand the Non- Brahmin Movement  Students will acquire knowledge about the background history of the Modern Tamil Society. | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | |
| 1. | | Appraise the different ruling dynasties in Tamil society from the period of  Marathas | | | | | | | | K1 & K3 | | |
| 2. | | Assess the East India Company’s administration, growth of education and the  emergence of modern Tamil Society | | | | | | | | K1 & K2 | | |
| 3. | | Demonstrate the existence of different religious practices | | | | | | | | K2 & K3 | | |
| 4. | | Summarize the Cultural history of the modern Tamil Society. | | | | | | | | K2 & K4 | | |
| 5. | | Understand the emergence of modern Tamil Society | | | | | | | | K5 & K6 | | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Unit:1** | | | Medieval Period And Its Significance | | | | | **14 hours** | | | | |
| Nayaks of Madurai, Senji and Tanjore: Socio – Economic Conditions – Revenue System under the Nayaks– the Marathas in Tamilagam – Society – Economic Life – Religion – development of Education – rule of Serfoji – Importance of Tanjore court – Saraswathi Mahal Library–  Development of Literature – Fine Arts. | | | | | | | | | | | | |
| **Unit:2** | | | Europeans Arrival | | | | | **14 hours** | | | | |
| Role of early Christian Missionaries – Education in Modern Tamilnadu – Christian Missionaries and their Services to Tamil Language and Tamil Society – Ruin of native education – Introduction of Western Education in the nineteenth century – Higher Education – Professional Education | | | | | | | | | | | | |
| **Unit:3** | | | Revenue Settlements | | | **9 hours** | | | | | | | |
| The country under the British: Land Revenue under the Company – emergence and development of the Legislature – Dyarchy – Judicial Administration – administration of Justice Party – Famine and irrigation projects – Mettur, Periyar and Papanasam Impact of the Movement – development of  Judiciary Land Revenue System – Art and Architecture | | | | | | | | | | | | | |
| **Unit:4** | | | Religion and Society | | | **14 hours** | | | | | | | |
| Religion in Modern Tamilnadu: Cons – the role of the government – Hindu Christian conflicts – Islam – St Ramalinga, Vaikundaswamy – Socio – Religious Conflicts | | | | | | | | | | | | | |
| **Unit:5** | | | Reform Movements in Modern Tamilnadu | | | **14 hours** | | | | | | | |
| Brahmo Samaji – Justice Party and Social Reforms – Pure Tamil Movement – Temple Entry Movements – Tamil integration Movement – Tamil Isai Movement – E.V.R. and Self Respect Movement – development of Literature – Music and Dance – Tamil Renaissance | | | | | | | | | | | | | |
| **Unit:6** | | | **Contemporary Issues** | | | **2 hours** | | | | | | | |
| Expert lectures, You Tubes Videos, Animations, NPTEL, MOOC videos, and online seminars –  webinars for strengthening the subject matters. | | | | | | | | | | | | | |
|  | | | **Total Lecture hours** | | | **72 hours** | | | | | | | |
| **Text Books** | | | | | | | | | | | | | |
| 1. | Citra Madhavan, History and Culture of Tamil Nadu Vol.-2 (c.1310-c.1885 AD), D.K. Print  World Ltd, Chennai, 2005. | | | | | | | | | | | | |
| 2. | Rajaraman. P, The Justice Party 1916 – 1937, Poompozhil Publishers, Madras, 1988 | | | | | | | | | | | | |
| 3. | Subramanian. N, Social and Cultural History of Tamilnadu (A.D.1336-1984), Ennes  Publications, Udumalpet, 1999. | | | | | | | | | | | | |
| 4 | Pillay, K.K, A Social History of the Tamils, Tamilnadu History – Its People and Culture (in  Tamil), University of Madras, 2008. | | | | | | | | | | | | |
| 5 | Rajyyan K, Tamilnaatu Varalaaru in Tamil Translated by S. Devadoss, Ethir Veliyedu,  Pollachi, 2015 | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1. | Srinivasachari. C.S, Social and Religious Movements in the 19th Century, National  Information and Publications, Bombay, 1947. | | | | | | | | | | | | |
| 2. | Sathianadhan . S, History of Education in the Madras Presidency, Madras Srinivasa  Varadachari & Co, Bombay, 1894. | | | | | | | | | | | | |
| 3. | Suntharalingam. R, Politics and Nationalist Awakening in South India 1852 – 1891, The  University of Arizona Press, Tuscon, Arizona, 1974. | | | | | | | | | | | | |
| 4 | V. Geetha and S. V. Rajadurai, Towards a Non-Brahmin Millennium: From  Iyothee Thass to Periyar, Samya, Calcutta, 2008. | | | | | | | | | | | | |
| 5 | Irschick E.F, Politics and Social Conflict in South India, The Non Brahman Movement  and Tamil Separatism, University of California Press, USA, 1969. | | | | | | | | | | | | |
| 6 | NambiArooran, Tamil Renaissance and the Dravidian Nationalists 1905 –1944 – A Historical  Perspective, Koodal Publishers, Madurai, 1980. | | | | | | | | | | | | |
| 7 | Hardgrave. R, The Dravidian Movement, Routledge, London, 2022 | | | | | | | | | | | | |
| 8 | Narendra Subramanian, Ethnicity and Populist Moblilization, Delhi: OUP, 1998. | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |

**Mapping with Programme Outcomes\***

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| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | M | S | M | S | L | M | L | L |
| **CO2** | S | S | L | S | S | M | L | M | L | L |
| **CO3** | S | M | S | S | S | M | L | S | L | L |
| **CO4** | S | S | S | S | S | S | M | S | L | L |
| **CO5** | S | S | S | M | M | L | S | L | L | L |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | **HIS C 105** | | **SOCIAL AND CULTURAL HISTORY OF INDIA FROM CE 1526 TO 1947 CE** | | **L** | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | **Core** | | | **4** | | **0** | | **0** | **4** |
| **Pre-requisite** | | | | A general knowledge on the Indian society and culture from the period of Mughals down to the period of Indian independence. | | |  | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | |
| The main objectives of this course are to:  Explain the role of the socio religious reformers in transforming the social, religious and political scenario in pre independence era.  Understand the efforts made by the English to promote education in India.  Comprehend the role of Literature and Press as a powerful weapon for spreading social awareness. Appreciate the role of western education in India. | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | |
| 1 | Analyse the social and cultural history from the late medieval period to the period of  Indian independence. | | | | | | | | | | K1 | |
| 2 | Comprehend the reforms initiated and implemented by the social reformers of 18th and  19th century. | | | | | | | | | | K2 | |
| 3 | Assess the efforts made by the English to promote education and impact of Christianity  in India. | | | | | | | | | | K3 | |
| 4 | Understand the role of Literature and Press as a powerful weapon for spreading social  awareness. | | | | | | | | | | K4 | |
| 5 | Appreciate the role of women in politics | | | | | | | | | | K5 | |
| 6 | Analyse the social and cultural history from the late medieval period to the period of  Indian independence. | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | |
| **Unit:1** | | | Mughals in India | | | | | **14 hours** | | | | |
| Society under the Mughals: The life of the nobles – Social stratification – Caste system – social evils – Social customs and manners –Social, Economic and Religious conditions – Development of Education  and Literature – Evolution of Art and Architecture under the Mughals. | | | | | | | | | | | | |
| **Unit:2** | | | Society in the Vijaynagar Empire and After | | | | | **14 hours** | | | | |
| Conditions under the Vijayanagar Empire– Caste system – Status of women – Social customs and manners – Feudal economy – industries – Guilds – internal and external trade – Social and Cultural history of the Marathas – economy under the Marathas – revenue administration and commerce-Arts  and Crafts – Sufism | | | | | | | | | | | | |
| **Unit:3** | | | India under the East India Company | | | **14 hours** | | | | | | |
| Economy under the company: The drain of wealth– de-industrialization of Indian handicraft – Commercialization of Indian agriculture – Permanent Revenue Settlement – Mahalawari Settlement –  Ryotwari Settlement. | | | | | | | | | | | | |
| **Unit:4** | | | Education from Medieval period onwards | | | **14 hours** | | | | | | |
| Christian Missionaries – Socio – Religious Reform Movement – Brahma Samaj – Sikhs – Revivalist Movement – Arya Samaj – Ramakrishna Mission. Education under the Muslim rulers – Hindu educational institutions – Women‟s education – Education under the company – Role of Christian  Missionaries – Introduction of English Education – Woods Despatch. | | | | | | | | | | | | |
| **Unit:5** | | | Reaction against the British rule | | | **14 hours** | | | | | | |
| Early Associations – Emergence of New Social Classes – Birth of Indian National Congress – Its  objectives and achievements – Philosophy of Satyagraha. | | | | | | | | | | | | |
| **Unit:6** | | | **Contemporary Issues** | | | **2 hours** | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | |
|  | | | **Total Lecture hours** | | | **72 hours** | | | | | | |
| **Text Books** | | | | | | | | | | | | |
| 1 | | Luniya B.N., Evolution of Indian Culture, Lakshmi Narain Agarwal, Agra, 2003. | | | | | | | | | | |
| 2 | | Majumdar R. C.(et.al), Advanced History of India, Macmillan Publications, Chennai, 1998. | | | | | | | | | | |
| 3 | | Bipan, Chandra, Nationalism and Colonialism in Modern India. Delhi: Orient Longman | | | | | | | | | | |
| 4 | | Gail Omvedt, Dalits and the Democratic Revolution: Dr. Ambedkar and the Dalit  Movement in Colonial India, New Delhi: Sage Publications, 1994. | | | | | | | | | | |
| 5 | | Partha Chatterjee, Nationalist Thought and the Colonial World: A Derivative Discourse,  Minneapolis: University of Minnesota Press, 1993. | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | |
| 1 | | Tapan Raychadhury and Irfan Habib, eds. Cambridge Economic History of India, Vol. I  Cambridge: Cambridge University Press, 1982. | | | | | | | | | | |
| 2 | | Majumdar R.C. (et al), History and Culture of Indian People, Bharatiya Vidya Bhavan, Vols,  IV-VII, Bombay, 1966. | | | | | | | | | | |
| 3 | | Tapan Raychaudhuri, Europe Reconsidered: Perceptions of the West in Nineteenth- century Bengal. Delhi; New York: Oxford University Press, 1988. | | | | | | | | | | |
| 4 | | Ravinder Kumar, Essays in the Social History of Modern India, Oxford  University Press, 1983. | | | | | | | | | | |
| 5 | | Subaltern Studies, 1-12, Ed. Ranajit Guha and et al, Oxford University Press,  Delhi,/Permanent Press 1982-. | | | | | | | | | | |
| 6 | | Richard Sisson & Stanley Wolpert (eds.), Congress and Indian Nationalism: The  Pre-independence Phase, Berkeley, 1988. | | | | | | | | | | |
| 7 | | Sangari, Kumkum and Sudesh Vaid (eds), Recasting Women: Essays in Colonial  History (Kali for Women, Delhi, 1989) | | | | | | | | | | |
| 8 | | Uday Mehta, (Selections from) Liberalism and Empire: A Study in Nineteenth  Century British Liberal Thought, University of Chicago Press, 1999. | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | S | S | S | S | L |
| **CO3** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | M | S |
| **CO4** | M | S | S | S | S | S | S | L | S | S |
| **CO5** | S | S | S | S | M | S | S | S | S | S |
| **CO6** | S | M | S | S | S | M | M | S | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | | **HIS C 106** | | | | **ECONOMIC HISTORY OF INDIA FROM 1858 CE TO 1947 CE** | | | | | | | | **L** | | | **T** | | | **P** | **C** |
| **Core/Elective/Supportive** | | | | | | | **Core** | | | | | | | | | | **4** | | | **0** | | | **0** | **4** |
| **Pre-requisite** | | | | | | | A general knowledge on economic history of colonial India and a student should have studied at  undergraduate level | | | | | | | | | |  | | | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:  Provide students with the latest information in the field of economic history  Inculcate an advanced knowledge, understanding and Critical judgement appropriate for the application of basic concepts of economic history  Explain the process of change and adaptation of modern means of production Highlight the transformation of Indian economy in the Colonial Period | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Students understand about the Pre-British Indian Economy, British and Indian  Economy. | | | | | | | | | | | | | | | | | | | | | K1 | |
| 2 | | Critically analyze the growth of new Economic system. Rise of New Industries and Decline of Rural Industries – Commercialization of Agriculture. | | | | | | | | | | | | | | | | | | | | | K2 | |
| 3 | | Students understand about the Economic Transformation in India. | | | | | | | | | | | | | | | | | | | | | K3 | |
| 4 | | Students understand about the Pre-British Indian Economy, British and Indian  Economy. | | | | | | | | | | | | | | | | | | | | | K4 | |
| 5 | | Critically analyze the growth of new Economic system. Rise of New Industries and  Decline of Rural Industries – Commercialization of Agriculture. | | | | | | | | | | | | | | | | | | | | | K5 | |
| 6 | | Students understand about the Economic Transformation in India. | | | | | | | | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Unit:1** | | | | | European settlements and colonization process | | | | | | | | | | | | | | **14 hours** | | | | | |
| Indian Economy on the eve of the British Rule – Trade under the East India Company and the Economic Drain from India – Various types of lands – Land Patterns – Land Tenure and Revenue Settlement under  British Rule – Internal and External Trade. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:2** | | | | | Commercialization and its impact | | | | | | | | | | | | | **14 hours** | | | | | | |
| Agriculture – Policy and Development – Commercialization of Agriculture – Rise of Landless Agrarian  Labourers – Irrigation – Famine-Famine Administration – Peasants Conditions, Revolts of peasants. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | | Process of Deindustrialistion | | | | | | | | | | **14 hours** | | | | | | | | | |
| Industries – Policy and Development – Indigenous and Major Industries – Cotton Textile, Jute, Iron and  Steel, Sugar and Chemical, Small Scale Industries – Labour Problems and labour Legislations – Decline of Indigenous Industries and its impacts. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:4** | | | | | Stunted growth and process of modernization | | | | | | | | | | **14 hours** | | | | | | | | | |
| Modernization and Growth of Transport and Communication – Policy and Development – Roadways  – Railways – Waterways – Development of Communication – Post and Telegraph – Telephones and Radio. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | | Centres of urbanization and conditions of workers | | | | | | | | | | **14 hours** | | | | | | | | | |
| Trade and Commerce dislocation of Traditional Trade and Commerce – Economic Transformations of  India – Internal Trade – External Trade – Main Trade Centre in India – Trade Organizations. | | | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | | Contemporary Issues | | | | | | | | | | **2 hours** | | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | | **Total Lecture hours** | | | | | | | | | | **72 hours** | | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Tithankar Roy. An Economic History of Early Modem India. London and New York, Rutledge,  2013 | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | Chaudhary, Latika et. al., eds. A New Economic History of Colonial India, London and  NewYork: Routledge, 2016 | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | Bipan, Chandra, Nationalism and Colonialism in Modern India. Delhi: Orient Longman | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | Dharma Kumar and Megnad Desai, eds. Cambridge Economic History of India, Vol. II  Cambridge: Cambridge University Press, 1982. | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | Rothermund, Economic History Of India, Taylor & Francis, New York, 1993 | | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | | Prasannan Parthasarathy, The Transition to a Colonial Economy: Weavers,  Merchants and Kings in South India, 1720-1800, Cambridge, 2001. | | | | | | | | | | | | | | | | | | | | | |
| 2 | | | Morris, M.D., The Emergence of an Industrial Labour Force in India: A Study of the Bombay  Cotton Mills, 1854-1947 (Berkeley and Los Angeles, 1965). | | | | | | | | | | | | | | | | | | | | | |
| 3 | | | Bhatia, B.M, Famines in India: A study in Some Aspects of the Economic History of India, Asia  Publishing House, Bombay, 1967 | | | | | | | | | | | | | | | | | | | | | |
| 4 | | | Asiya Siddiqui (ed.), Trade and Finance in Colonial India 1750-1860, Oxford University  Press, New Delhi, 1995. | | | | | | | | | | | | | | | | | | | | | |
| 5 | | | Habib, Irfan. Indian Economy under Early British Rule 1757-1857: A People's History of India  Delhi: Tulka, 2013 | | | | | | | | | | | | | | | | | | | | | |
| 6 | | | B.B Chaudhury, Growth of Commercial Agriculture in Bengal 1757-1900, Calcutta,  1964. | | | | | | | | | | | | | | | | | | | | | |
| 7 | | | K.N. Raj et al (eds.), Commercialisation of Indian Agriculture, Delhi, Oxford  University Press, 1985. | | | | | | | | | | | | | | | | | | | | | |
| 8 | | | A.K. Bagchi, Private Investment in India, 1900-1939, Cambridge University  Press, 1972. | | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | | | |
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| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | **PO2** | | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | | **PO9** | | | | | **PO10** | | | |
| **CO1** | | | S | | S | | M | | S | S | S | S | S | | S | | | | | L | | | |
| **CO2** | | | S | | S | | S | | S | S | S | M | S | | S | | | | | S | | | |
| **CO3** | | | S | | S | | S | | S | S | S | S | S | | M | | | | | S | | | |
| **CO4** | | | M | | S | | S | | S | S | S | S | L | | S | | | | | S | | | |
| **CO5** | | | S | | S | | S | | S | M | S | S | S | | S | | | | | S | | | |
| **CO6** | | | S | | M | | S | | S | S | M | M | S | | S | | | | | M | | | |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | **HIS E 103** | | | **INDIAN CONSTITUTIONAL**  **DEVELOPMENTS SINCE 1947 CE** | | **L** | | **T** | | **P** | **E** | |
| **Core/Elective/Supportive/** | | | | | **Elective** | | | **4** | | **0** | | **0** | **3** | |
| **Pre-requisite** | | | | | Students should have basic knowledge on Indian Constitution | | |  | | | **–** | | | |
| **Course Objectives:** | | | | | | | | | | | | | | |
| The main objectives of this course are to:  Students will learn the evolution of Indian constitution.  It will provide an insight on how the transformation of constitution took place in the Independent India.  To enable the students to become responsible citizens of India. | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | |
| 1 | | To explain the historical background of Indian Constitution | | | | | | | | | | K1 | | |
| 2 | | To identify the fundamental rights and duties | | | | | | | | | | K2 | | |
| 3 | | To describe the process of constitutional drafting and amendment | | | | | | | | | | K3 | | |
| 4 | | To discuss the power and functions of various constitutional agencies | | | | | | | | | | K4 | | |
| 5 | | To explain the historical background of Indian Constitution | | | | | | | | | | K5 | | |
| 6 | | To identify the fundamental rights and duties | | | | | | | | | | K6 | | |
| **K1** - Remember; **K2** – Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |
| **Unit:1** | | | | Historical background | | | | | **14 hours** | | | | |
| Sources of the Indian Constitution – Constituent Assembly – Drafting committee – Preamble – Salient features of Indian Constitution – Citizenship – Fundamental Rights – Fundamental Duties – Directive  Principles of State Policy. | | | | | | | | | | | | | |
| **Unit:2** | | | | Union Executive | | | | | **14 hours** | | | | |
| President – Election of the President – Powers and Functions – Vice –President-Union Cabinet – Prime Minister: Powers and Functions – Parliament: Composition, Powers and Functions of Rajya  Sabha and Lok Sabha – Judiciary – Public Services – Emergency – Landmark Constitutional Amendments. | | | | | | | | | | | | | |
| **Unit:3** | | | | State Executive | | | **14 hours** | | | | | | |
| Governor – Constitutional Status, Powers and Functions – State Cabinet – Legislature: Composition  and Functions - Chief Minister: Powers and Functions – High Courts. | | | | | | | | | | | | | |
| **Unit:4** | | | | Indian Federalism | | | **14 hours** | | | | | | |
| Central and State Relations- Legislative aspects – Union List, State List, Concurrent List – Administrative Aspects – Directions to the State Governments – Disputes, Inter-State Council – National Development Council – Finance Commission. | | | | | | | | | | | | | |
| **Unit:5** | | | | Local Governments in India | | | **14 hours** | | | | | | |
| Urban and Rural – Development of Local Bodies – Objectives of Panchayat Raj – Political Parties –  Election Commission: Powers and Functions – Electronic Voting Machine | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | **2 hours** | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | **72 hours** | | | | | | |
| **Text Books** | | | | | | | | | | | | | |
| 1 | Agarwal, R.C., Constitutional Development and National Movement of India (New Delhi,  2005). | | | | | | | | | | | | |
| 2 | Pylee, M.V, Indian Constitution, S. Chand & Company Ltd., New Delhi, 1997. | | | | | | | | | | | | |
| 3 | Durga Das Basu, Introduction to the Constitution of India, New Delhi, 2004. | | | | | | | | | | | | |
| 4 | Brij Kishore Sharma, Introduction to the Constitution of India, New Delhi, 2004. | | | | | | | | | | | | |
| 5 | Lakshmanan M, Indian Constitution: An Introduction (Tamil), Madras, 2002) | | | | | | | | | | | | |
|  | **Reference Books** | | | | | | | | | | | | |
| 1 | Austin, G, The Indian Constitution: Cornerstone of a Nation, Oxford University Press, New  Delhi, 1966. | | | | | | | | | | | | |
| 2 | Dhawan Rajeev, Law and Society in Modern India, OUP, New Delhi 1997. | | | | | | | | | | | | |
| 3 | Munshi, K.M, The President Under the Indian Constitution, Bharathiya Vidya Bhavan,  Bombay, 1963. | | | | | | | | | | | | |
| 4 | Chandra, A, Federalism in India: A Study of Union – State Relations, George Allen  Unwin, London, 1965. | | | | | | | | | | | | |
| 5 | Palekar, Dr., Indian Constitution, Government and Politics, ABD Publishers, Jaipur, 2003. | | | | | | | | | | | | |
| 6 | Krishnaswamy, Sudhir, Democracy and Constitutionalism in India, Delhi: Oxford  University Press, 2009. | | | | | | | | | | | | |
| 7 | Gallanter, Marc, Competing Equalities: Law and the Backward Classes in India, Delhi:  Oxford University Press, 1984 | | | | | | | | | | | | |
| 8 | Hart, Henry A., (ed.), Indira Gandhi’s India, Westivew Press, Boulder, 1975. | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | M | S | S | S | M | S | S | L | S | M |
| **CO2** | M | M | S | L | S | M | S | L | L | M |
| **CO3** | S | M | S | S | M | S | L | S | L | S |
| **CO4** | S | L | S | M | M | S | S | M | S | L |
| **CO5** | S | S | S | S | S | S | S | S | S | M |
| CO6 | S | M | S | S | S | M | L | S | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | **HIS E I04** | | **STUDIES IN HUMAN RIGHTS** | | **L** | | | **T** | | **P** | **E** |
| **Core/Elective/Supportive/** | | | | **Elective** | | | **4** | | | **0** | | **0** | **3** |
| **Pre-requisite** | | | | The course provides required skills for understanding human rights. Focuses on international and national laws guaranteeing human  dignity. | | |  | | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:  Understand the concept of Human rights  Highlight the role of International and national Human rights Organizations Assess the various statutory Commissions for Human Rights  Apply constitutional guarantees to various deprived communities in India. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | | Recall or remember concept of Human rights. | | | | | | | | | | K1 | |
| 2 | | Understand the traditional rights and practices of Indian people. | | | | | | | | | | K2 | |
| 3 | | Highlight the role of Government and Non-governmental Organisations | | | | | | | | | | K3 | |
| 4 | | Investigate the various aspects of Human rights | | | | | | | | | | K4 | |
| 5 | | Assess the methods to impart knowledge into people about Human rights. | | | | | | | | | | K5 | |
| 6 | | Build idea to spread human rights among the people | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** – Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | | |
| **Unit: 1** | | | Concept of Human Rights | | | | | | **14 hours** | | | | |
| Definition of Human rights: Nature and scope, Content–Theories of Human Rights –Philosophical | | | | | | | | | | | | | |
| - Historical - Sociological Perspectives | | | | | | | | | | | | | |
| **Unit: 2** | | | United Nations Charter | | | | | **14 hours** | | | | | |
| UNO and Human Rights -Universal Declaration of Human Rights – International Covenant on  Civil and Political Rights –International Covenant on Economic, Social and Cultural Rights | | | | | | | | | | | | | |
| **Unit: 3** | | | Non-Governmental Organisations | | | **14 hours** | | | | | | | |
| Non-Governmental Organisations - Amnesty international – Human Rights Helsinki Declaration –  International Human Rights and Courts. | | | | | | | | | | | | | |
| **Unit:4** | | | Protection For Marginalized | | | **14 hours** | | | | | | | |
| Contemporary Challenges: Child and Women’s Rights – Bonded Labour – Problem of Refugees –  Capital punishment – Rights of prisoners of war | | | | | | | | | | | | | |
| **Unit:5** | | | Human Rights In Indian Constitution | | | **14 hours** | | | | | | | |
| Fundamental Rights in the Indian Constitution – Directive Principles of State Policy–fundamental  Duties–National Human Rights Commission. National Human Rights Commission of India and State Human Rights Commissions in India– their functions–Problems and Solutions | | | | | | | | | | | | | |
| **Unit:6** | | | **Contemporary Issues** | | | **2 hours** | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | | |
|  | | | **Total Lecture hours** | | | **72 hours** | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | Leah Levin, Human Rights, NBT, 1998 | | | | | | | | | | | | |
| 2 | V.R. Krishna Iyer, Dialectics and Dynamics of Human Rights in India (Tagore Law Lectures) | | | | | | | | | | | | |
| 3 | C.J. Nirmal, Human Rights in India: Historical, Social, and Political Perspectives | | | | | | | | | | | | |
| 4 | Upendra Baxi, The Right to be human, 1987. | | | | | | | | | | | | |
| 5 | Upendra Baxi, The Crisis of the Indian Legal System, Vikas, 1982. | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | Desai, A.R. (ed), Violations of Democratic Rights in India, Bombay, 1986. | | | | | | | | | | | | |
| 2 | Gallanter, Marc, Competing Equalities: Law and the Backward Classes in India, Delhi:  Oxford University Press, 1984 | | | | | | | | | | | | |
| 3 | Beitz, Charles. R., The Concept of Human Rights (Oxford, 2009). | | | | | | | | | | | | |
| 4 | M.H. Syed, Human Rights in Islam (Delhi, 2004 ) | | | | | | | | | | | | |
| 5 | Dhawan Rajeev, Law and Society in Modern India ( New Delhi, 1997. | | | | | | | | | | | | |
| 6 | Upendra Baxi, The future of Human Rights (Delhi, 2008) | | | | | | | | | | | | |
| 7 | Z Hasan, E. Sridharan and R. Sudarshan (eds), India’s Living Constitution (New Delhi, 2000) | | | | | | | | | | | | |
| 8 | Rajeev Bhargava ( ed ), Politics and Ethics of the Indian Constitution ( Delhi, 2008) | | | | | | | | | | | | |
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| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | S | S | S | S | S | S | S | S |
| **CO3** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | S | S | S | M | S | S | S | S | S | L |
| **CO4** | S | S | S | S | S | S | S | S | S | S |
| **CO5** | S | M | S | S | S | S | S | S | M | S |
| **CO6** | S | S | S | S | S | S | S | S | S | S |

\*S-Strong; M-Medium; L-Low

# SEMESTER III

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| **Course code** | | | **HIS C 107** | | **LABOUR MOVEMENTS IN**  **INDIA** | | | **L** | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | **Core** | | | | **4** | | **0** | | **0** | **4** |
| **Pre-requisite** | | | | A basic knowledge on history of labour in colonial  India and idea of the various movements | | | |  | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:   1. Provide students with the latest information in the field of labour history 2. Inculcate an idea, understanding of basic concepts of labour history. 3. Explain the processes of change and adaptation of traditional labour in colonial India 4. Explain the theoretical basis of the tools, technologies and methods commonly used in labour history. | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | Recognize the various theories of labour | | | | | | | | | | | K1 | |
| 2 | Identify spatial culture changes in various parts of the British India | | | | | | | | | | | K2 | |
| 3 | Demonstrate the role of new innovations in mobilization of labour | | | | | | | | | | | K3 | |
| 4 | Compare and contrast the different types of industries in colonial India. | | | | | | | | | | | K4 | |
| 5 | Assess the role of colonial government in industrial development | | | | | | | | | | | K5 | |
| 6 | Formulate methodologies and develop tools and techniques to effectively exploit the  various resources in colonial India and after Independence | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
| **Unit:1** | | | Industrial revolution and beginning of workers organization | | | | | | **14 hours** | | | | |
| Introduction - Industrial Revolution and the conditions of working classes - Origins of Chartist movement and its impact in Britain- Concept of Simon- First Communist International-May  Celebration and its impact - Russian Revolution and its impact | | | | | | | | | | | | | |
| **Unit:2** | | | Industrialization and labour recruitment in India | | | | | | **14 hours** | | | | |
| The origins of industrial labour in colonial India- Conditions of labour in textiles, Jute, coal mining and  plantations- Madras Labour Union-Ahamedabad Textile Labour Union-Establishment of All India Trade Union Movement in 1920 - The Indian National Congress and Labor. | | | | | | | | | | | | | |
| **Unit:3** | | | Beginning of the labour movement | | | | **14 hours** | | | | | | |
| The Growth of Trade Union Movement in Bombay, Calcutta and Madras and Kanpur in the interwar period - Subas Chandra Bose and TISCO Strike - The Kamagar union and the workers in Bombay-  Federations of Labour Unions - Split in the AITUC. | | | | | | | | | | | | | |
| **Unit:4** | | | First World War and its impact | | | **14 hours** | | | | | | | | |
| The colonial state and Working classes - the colonial India and I.L.O-Labour legislations- Workmen’s  Compensation Act - Indian Trade Unions Act - Indian Trade Disputes Act-Madras Maternity Act. And the Payment of Wages act of 1936. | | | | | | | | | | | | | | |
| **Unit:5** | | | Independent India’s Labour Legislations | | | **14 hours** | | | | | | | | |
| Independent India and Labour Welfare Measures - the Role of government in industrial relations- Industrial Dispute Act- Issues in labour policy and labour law reform- Trade Unionism and its effect on  the Indian Economy. | | | | | | | | | | | | | | |
| **Unit:6** | | | **Contemporary Issues** | | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | |
|  | | | **Total Lecture hours** | | | **72 hours** | | | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | | |
| 1 | | Myres, A. Charles, Industrial Relations in India (Bombay, 1958) | | | | | | | | | | | | |
| 2 | | Karnik, V.B., Indian Labour Problems and Prospects (Calcutta, 1974) | | | | | | | | | | | | |
| 3 | | Karnik, V.B.,,Indian Trade Unions, A Survey (Bombay, 1966) | | | | | | | | | | | | |
| 4 | | Karnik, V.B., Strikes in India (Bombay, 1967) | | | | | | | | | | | | |
| 5 | | C.S. Venkata Ratnam, Industrial Relations (Oxford, Delhi,2009) | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | | Dharma Kumar and Megnad Desai, eds. Cambridge Economic History of India, Vol. II  Cambridge: Cambridge University Press, 1982 | | | | | | | | | | | | |
| 2 | | Sen, S., Working Class of India: History of Emergence and Movement, 1830-1970  (Calcutta, 1977) | | | | | | | | | | | | |
| 3 | | Das, R.K., History of Indian Labour Legislation (Calcutta, 1941) | | | | | | | | | | | | |
| 4 | | Jan Breman, Labour Bondage in West India from Past to Present, Oxford University  Press, New Delhi, 2008 | | | | | | | | | | | | |
| 5 | | Murphy, E., Unions in Conflict: A Comparative Study of Four South Indian Textile Centres 1918-1929 (Manohar, Delhi, 1981) | | | | | | | | | | | | |
| 6 | | Morris, M.D., the Emergence of an Industrial Labour Force in India: A Study of the Bombay  Cotton Mills, 1854-1947 (Berkeley and Los Angeles, 1965). | | | | | | | | | | | | |
| 7 | | Giri, V.V., Labour Problems in Indian Industry (London, 2nd Ed., 1959) | | | | | | | | | | | | |
| 8 | | Siva Rao, B. The Industrial Worker in India, (George Allen and Unwin, London, 1939) | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | S | S | S | S | L |
| **CO3** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | M | S |
| **CO4** | M | S | S | S | S | S | S | L | S | S |
| **CO5** | S | S | S | S | M | S | S | S | S | S |
| **CO6** | S | M | S | S | S | M | M | S | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **HIS C 108** | | | | **HISTORY OF WORLD CIVLIZATIONS (EXCLUDING INDIA) ANCIENT PERIOD** | | | | | | | | **L** | | **T** | | | **P** | **C** |
| **Core/Elective/Supportive** | | | | | | **Core** | | | | | | | | | | **4** | | **0** | | | **0** | **4** |
| **Pre-requisite** | | | | | | Basic knowledge on ancient civilization of the world | | | | | | | | | |  | | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | | | | | | | | | | | |
| The main objectives of this course are to:  To understand about various ages and it’s features  To study about origin and growth of river valley civilizations To compare the features of ancient world civilization  To study about inventions and developments emerged in various civilizations | | | | | | | | | | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | | | | | | | | | | |
| 1 | Students got knowledge regarding various historic ages and its features. | | | | | | | | | | | | | | | | | | | | K1 | |
| 2 | Students enabled knowledge about various civilizations and its elements. | | | | | | | | | | | | | | | | | | | | K2 | |
| 3 | Students enriched Light on ancient civilizations and its dimensions. | | | | | | | | | | | | | | | | | | | | K3 | |
| 4 | Students got knowledge regarding various historic ages and its features. | | | | | | | | | | | | | | | | | | | | K4 | |
| 5 | Students enabled knowledge about various civilizations and its elements. | | | | | | | | | | | | | | | | | | | | K5 | |
| 6 | Students enriched Light on ancient civilizations and its dimensions. | | | | | | | | | | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:1** | | | | Evolution of cultures | | | | | | | | | | | | | **14 hours** | | | | | |
| Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic Culture – rivers , resources  and civilizations. | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:2** | | | | Early civilizations | | | | | | | | | | | | | **14 hours** | | | | | |
| The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian –  Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:3** | | | | Rise of Empires | | | | | | | | | | | **14 hours** | | | | | | | |
| The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia’s World Empire. | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:4** | | | | Beginning of Empires in the East | | | | | | | | | | | **14 hours** | | | | | | | |
| China’s Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification –  the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:5** | | | | Birth of Republics | | | | | | | | | | **14 hours** | | | | | | | | |
| Greek Civilization – the Minoans and Mycenaean’s – Homer- the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science and philosophy – The Roman republic – the Pax Romana –  Administration and expansion under Augustus. | | | | | | | | | | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | | | | | | | | **2 hours** | | | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | | | | | | | | **72 hours** | | | | | | | | |
| **Text Books** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Swain J.E , A History of World Civilization, Eurasia Publishing House, New Delhi, 1938. | | | | | | | | | | | | | | | | | | | | |
| 2 | | Will Durant, The Story of Civilization I and II ( Simon and Schuster, New York, 1966) | | | | | | | | | | | | | | | | | | | | |
| 3 | | Gokale, B.K, Introduction to Western Civilization, S.Chand & Company, New Delhi, 1999. | | | | | | | | | | | | | | | | | | | | |
| 4 | | Hayes C.J, History of Western Civilization, Macmillan, New York, 1967. | | | | | | | | | | | | | | | | | | | | |
| 5 | | Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New  Delhi, 2005. | | | | | | | | | | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Judd, G.P, History of Civilization, Macmillan, New York, 1966. | | | | | | | | | | | | | | | | | | | | |
| 2 | | Rebello , World Civilization – Ancient and Medieval, Part II, Mangalore, 1969. | | | | | | | | | | | | | | | | | | | | |
| 3 | | Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008. | | | | | | | | | | | | | | | | | | | | |
| 4 | | Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980. | | | | | | | | | | | | | | | | | | | | |
| 5 | | Brunt P.A. , Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971 | | | | | | | | | | | | | | | | | | | | |
| 6 | | Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010 | | | | | | | | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | | | | | | | | | |
| **Mapping with Programme Outcomes** | | | | | | | | | | | | | | | | | | | | | | |
| **COs** | | | **PO1** | | **PO2** | | **PO3** | | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | | | | | **PO10** | | | |
| **CO1** | | | S | | S | | M | | S | S | S | S | S | S | | | | | L | | | |
| **CO3** | | | S | | S | | S | | S | S | S | M | S | S | | | | | S | | | |
| **CO3** | | | S | | S | | S | | S | S | S | S | S | M | | | | | S | | | |
| **CO4** | | | M | | S | | S | | S | S | S | S | L | S | | | | | S | | | |
| **CO5** | | | S | | S | | S | | S | M | S | S | S | S | | | | | S | | | |
| **CO6** | | | S | | M | | S | | S | S | M | M | S | S | | | | | M | | | |

\*S-Strong; M-Medium; L-Low

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| **Course code:** | | | **HIS C 109** | | | **HISTORIOGRAPHY AND HISTORICAL METHODS** | **L** | **T** | **P** | **C** |
| **Core/Elective/Supportive** | | | | | **Core** | | **4** | **0** | **0** | **4** |
| **Pre-requisite** | | | | | Basic knowledge on Historical  methods and approach | |  | |  | |
| **Course Objectives:** | | | | | | | | | | |
| The main objectives of this course are to:  understand the origin of historiography  understand the interdisciplinary nature of the subject understand the contribution of pioneers in historical writings  evaluate the diversity and the importance of emerging trends in history writings define selection and identification of topics  practice the manuals for history writings | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | |
| 1 | understanding the subject knowledge | | | | | | | | K2 | |
| 2 | understand the diversity of historical writings | | | | | | | | K4 | |
| 3 | understand the political, cultural and economic aspects of the society | | | | | | | | K3 | |
| 4 | comprehend and acquired holistic perspective of the society | | | | | | | | K5 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | |
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| **Unit:1** | | | | Interdisciplinary Nature | | | | **14 hours** | | |
| Meaning of History – Science or Art – Definition of History – Nature and Scope of History  – Uses and abuses in history – Historicism – Philosophy of History – History and Social Sciences – Historical Anthropology – Historical Sociology – History and Literature – History and Memory – Digital History | | | | | | | | | | |
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| **Unit:2** | | | | Evolution of Historiography | | | | **14 hours** | | |
| Historiography : Greeks and Romans – Ancient Indian Historiography – Medieval Ages : Christian Historiography St. Augustine – Muslim Historiography – Ibn Khaldun – Impact of Renaissance – Historiography – Scientific Revolution and Historiography – Francis Bacon –  Medieval Indian Historiography – Muslims and the Mughals – Regional historical writings | | | | | | | | | | |
| **Unit:3** | | | | New Perspectives | | | | **14 hours** | | |
| Modern Historiography : Age of Enlightenment and Historiography – Romanticism : Herder  – Hegel – Positivism in History – Marxist Historiography – E.P Thomson Eric, Hobbsbawn and D.D.Kosambi – Modern Indian Historiography – Imperialist Historiography – Nationalist Historiography – Subaltern Studies – Ranajit Guha – Regional perspective of History | | | | | | | | | | |
| **Unit:4** | | | | Selection and Identification | | | | **14 hours** | | |
| Research Methodology – Selection of Research Topic – Primary – Secondary and other sources – External Criticism and Internal Criticism – Objectivity and Subjectivity in Historical Research – Computer and Historical Research | | | | | | | | | | |
| **Unit:5** | | | | Manuals | | | | **14 hours** | | |
| Bibliography – MLA Chicago – Oxford – Foot Notes – End Note – Selection and Arrangement of Source materials – Hypothesis – Preparation of Research Proposals – Writing Dissertation | | | | | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | |
|  | | | | | | | | | | |
|  | | | | Total Lecture hours | | | | **72 hours** | | |
| **Text Book(s)** | | | | | | | | | | |
| 1 | | B.Sheik Ali, B., History: its Theory and Method (Macmillan, 1998) | | | | | | | | |
| 2 | | S. Manikam S. On History and Historiography (Padumam Publishers, Madurai) | | | | | | | | |
| 3 | | Sreedharan E, A Text Book of Historiography (Orient Blackswan, New Delhi) | | | | | | | | |
| 4 | | Sastri, K.A.N, Historical Method with reference to India, University of Mysore, 1956 | | | | | | | | |
| 5 | | Hasan, Mohibbul. ed. 1968. Historians of Medieval India. Meerut: Meenakshi Prakashan., | | | | | | | | |
|  | | | | | | | | | | |
| **Reference Book(s)** | | | | | | | | | | |
| 1. | | Collingwood, C.G., Idea of History (OUP, New Delhi, 1994) | | | | | | | | |
| 2. | | Marc Bloch, The Historian's Craft (Manchester University Press, 1992) | | | | | | | | |
| 3. | | Carr. E.H, What is History (Cambridge University Press, 1987) | | | | | | | | |
| 4. | | Sen. S.P, Historians and Historiography in Modern India, Institute of Historical Studies, Calcutta, 1973. | | | | | | | | |
| 5 | | Philips, C.H., (ed.) , Historians of India, Pakistan and Ceylon, Oxford University  press, London, 1961 | | | | | | | | |
| **6** | | Arthur Marwick, The Nature Of History, Penguin, 1979. | | | | | | | | |
|  | | Jacques Le Goff, History and Memory, Columbia University Press, 1986. | | | | | | | | |
| **7** | | Stern, Fritz ed., Varieties of History: from Voltaire to the Present (2nd edn., New York, Vintage, 1973) | | | | | | | | |
| **8** | | Peter Hardy, Historians of Medieval India, New Delhi, Munshira Manoharlal Publishers | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **P O 1**  **0** |
| **CO1** | S | S | S | S | S | S | S | S | M | S |
| **CO3** | S | S | L | S | S | L | S | S | S | S |
| **CO3** | S | S | S | M | S | M | M | S | S | S |
| **CO4** | S | S | L | S | S | M | S | S | S | S |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | | **HIS E 105** | **DEVELOPMENT OF SCIENCE AND TECHNOLOGY FROM 1947 CE TO 2014 CE** | | **L** | | **T** | | **P** | **E** |
| **Core/Elective/Supportive/** | | | | | **Elective** | | **4** | | **0** | | **0** | **3** |
| **Pre-requisite** | | | | | This course to understand the fundamental knowledge and also application of various scientific techniques to modernize India on  par with advanced countries | |  | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | |
| The main objectives of this course are to:  Enable the students to understand the importance of self reliance in scientific field Enable them to understand great achievements in modern India  Make students aware of the contributions of the scientific Institutions in nation building Enable the students to know about the emerging fields and new challenges | | | | | | | | | | | | |
|  | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | |
| 1 | | Recall or remember the modern science | | | | | | | | | K1 | |  |
| 2 | | Understand the techniques of applying Bio - technology for agriculture | | | | | | | | | K2 | |  |
| 3 | | Apply their idea of Bio - technology for agriculture development | | | | | | | | | K3 | |  |
| 4 | | Analyze the intent and motives of Big Science | | | | | | | | | K4 | |  |
| 5 | | Evaluate various policies of the government of India | | | | | | | | | K5 | |  |
| 6 | | Create idea to seek for suitable job in relevant industries or to become a potential  entrepreneur based on knowledge and hands-on trainings achieved during the course | | | | | | | | | K6 | |  |
| **K1** - Remember; **K2** – Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | | |  |
| **Unit:1** | | | | Planning For Science And Technology | | | | **14 hours** | | | | |  |
| Perspectives - A Survey of Development of Science and Technology under the British Rule - Government of India's Science Policy Resolution – Planning for science- Big science -Department of Atomic Energy - Science and Technology - Research and Development Organization - Science and Technology programmes for Socio-Economic Development | | | | | | | | | | | | |  |
| **Unit:2** | | | | Science And Technology For Agriculture Development | | | | **14 hours** | | | | |  |
| Development of Agricultural Science - Research and Education - Agricultural Engineering and Technology - Indian Council of Agricultural Research - Crop Science and Horticulture - Animal Science and Veterinary colleges - Biotechnology Development – Green Revolution –White  Revolution | | | | | | | | | | | | |  |
| **Unit:3** | | | | Big Science For Transforming India | | **14 hours** | | | | | | |  |
| Development of Space Science – Development of Science and technology under Indira Gandhi- Atomic Energy and Nuclear Power Programme - Pokhran I & II - Development of Satellite Systems- Aryabhatta -INSTAT System – Science and Technology under Rajiv Gandhi –  Establishment of Electronics Department | | | | | | | | | | | | |  |
| **Unit:4** | | | | Establishment Of New Institutions | | **14 hours** | | | | | | |  |
| Information Technology Act 2000 -Telecommunication - Software Technology Parks – Communication for the Masses- Development of Higher Education- Establishment of Universities and Technical Institutes- Institutes for Health sciences- Promotion of native science- Ayush | | | | | | | | | | | | |  |
| **Unit:5** | | | | New Frontier And Self Defence | | **14 hours** | | | | | | |  |
| Oceanography - Ocean Development - Marine Living Resources and Non - living Resources - Aquaculture and Marine Biotechnology - Polar Science and Antarctic Expeditions - Institute  Connected with Ocean Research. | | | | | | | | | | | | |  |
| **Unit:6** | | | | **Contemporary Issues** | | **2 hours** | | | | | | |  |
| Expert lectures, online seminars – webinars | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | |  |
|  | | | | **Total Lecture hours** | | **72 hours** | | | | | | |  |
| **Text Book(s)** | | | | | | | | | | | | |  |
| 1 | | Bose, D. M, Sen., S. N.and Subbarayappa, B.V (eds), A Concise History of Science In  India (New Delhi, 1971) | | | | | | | | | | | |
| 2 | | David Arnold, The New Cambridge History of India: Science, Technology, and Medicine in  Colonial India (Cambridge, 2000) | | | | | | | | | | | |
| 3 | | Baber Zaheer, Science of Empire, Scientific knowledge, Civilization and Colonial Rule in India (Delhi, 1998). | | | | | | | | | | | |
| 4 | | | K D Sharma and M A Quershi, Science, Technology and Development: Essays in honour of  Prof. A. Rahman, New Delhi, 1978 | | | | | | | | | | | |
| 5 | | | M.Lakshmanan, A Brief history of Science and Technology in Independent India  (Madras,2011) | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | | |
| 1 | Butterfield, Herbert, The Origins of Modern Science, 1300-1800 (London, 1957) | | | | | | | | | | | | | |
| 2 | Kuppuram. G & K.Kumudamani, History of Science and Technology, Sundeep Prakashan,  New Delhi, 1990. | | | | | | | | | | | | | |
| 3 | Habib, Irfan and Dhru Raina, Situating the History of Science Dialogues with Joseph  Needham (Delhi, 1999) | | | | | | | | | | | | | |
| 4 | Perspectives in Science and Technology , Department of Science and Technology, 1990 | | | | | | | | | | | | | |
| 5 | Parthasarathy, Ashok, Technology at the Core: Science & Technology with Indira Gandhi  (Pearson Education, 2008). | | | | | | | | | | | | | |
| 6 | Ashok Kumar Singh, Science & Technology, McGraw Hill Education (India), Pvt.Ltd, New  Delhi, 2008. | | | | | | | | | | | | | |
| 7 | RS Anderson, Building Scientific Institutions in India: Saha and Baba. Montreal, 1975 | | | | | | | | | | | | | |
| 8 | Guha, Ramachandra and Madhav Gadgil, The Fissured Land: An Ecological History of India  (Delhi: OUP, 1992) | | | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | L | S | M | S | M | S | L |
| **CO2** | S | S | S | M | S | L | M | S | S | S |
| **CO3** | S | S | S | L | S | S | M | L | M | L |
| **CO4** | L | S | L | L | S | S | M | L | S | L |
| **CO5** | S | S | S | S | S | S | S | S | S | S |
| **CO6** | S | S | S | L | M | S | M | M | S | S |

\*S-Strong; M-Medium; L-Low

# SEMESTER IV

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| **Course code** | | | **HIS C 110** | | | **CONTEMPORARY HISTORY OF INDIA – from 1947 to 2014 CE** | | **L** | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | | **Core** | | | **4** | | **0** | | **0** | **4** |
| **Pre-requisite** | | | | |  | | |  | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:  To delineate the various challenges and responses faced by India after Independence. To project the role of India in the World Affairs | | | | | | | | | | | | | |
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| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | To analyze the Political, Economic, Social developments under Nehru | | | | | | | | | | | K1 | |
| 2 | To understand the evolution of India’s foreign policy after Independence | | | | | | | | | | | K2 | |
| 3 | To highlight the various domestic and foreign policies of Indira Gandhi | | | | | | | | | | | K3 | |
| 4 | To discuss the Open Economy and new Liberalistic polices of Rajiv Gandhi. | | | | | | | | | | | K4 | |
| 5 | To analyze the administration of the United Front, National Democratic Alliance  Government and economic reforms of Manmohan Singh. | | | | | | | | | | | K5 | |
| 6 | To analyze the Political, Economic, Social developments under Nehru | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
| **Unit:1** | | | | The Nehruvian Era | | | | | **14 hours** | | | | |
| Integration of Native States – Linguistic Reorganization of State, 1956 – Economic Policy – Five Year Plans – Social Welfare Programmes – Foundations of Foreign Policy and Non-Alignment – *Panchsheel*  – India and Common Wealth – India and UNO | | | | | | | | | | | | | |
| **Unit:2** | | | | Indira Gandhi Era | | | | | **14 hours** | | | | |
| Lal Bahadur Shastri – Tashkent Accord – Food Crisis-Green and White Revolution – Anti – Hindi Agitation of 1965 – Indira Gandhi- Nationalization of Banks – Abolition of Privy Purse – Indo – Pak war and emergence of Bangladesh – Split of Indian National Congress – Garibi Hatao Programmes – Pokran Nuclear Test – Jayaprakash Narayan’s Total Revolution- Declaration of Emergency – Janata  Party – Morarji Desai – return of Indira Gandhi – Administrative Reforms – Blue Star Operation | | | | | | | | | | | | | |
| **Unit:3** | | | | Development of Science and Technology | | | **14 hours** | | | | | | |
| Rajiv Gandhi– Space Research – Economic and Social Measures – Assam Accord – New Education Policy – Indo – Sri Lanka Accord – IPKF – National Front Government: V.P.Singh–Mandal  Commission **–** P.V. Narashima Rao – New Economic Policies | | | | | | | | | | | | | |
| **Unit:4** | | | | Coalition Era | | | **14 hours** | | | | | | |
| United Front government under Devagowda and I.K Gujaral – National Democratic Alliance Government under Atal Bihari Vajpayee – Nuclear Tests – Highway projects – Sarva Shiksha Abhiyan  – United Progressive Alliance Government under Manmohan Singh – His legislations – Domestic Violence Act of 2005 – National Rural Employment Gurantee Act and Right to Information Act, Right to Education Act – End of the Coaliaton Era – 2014 | | | | | | | | | | | | | |
| **Unit:5** | | | | India In World Affairs | | | **14 hours** | | | | | | |
| Post 1990 scenario – the Gujral Doctrine, Nuclear Doctrine – Global Terrorism-Parliament Attack of 2001 – Mumbai Terrorist Attacks of 2008 – Disarmament – CTBT – Indian Diaspora – Migration of professional workers to developed countries **–** Indo – US relations and Indo – Soviet relations – India’s  Nuclear Policy NPT and CTBT | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | **2 hours** | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | **72 hours** | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | | Bipin Chandra, etal, India since Independence. Penguin Books, and New Delhi, 2007. | | | | | | | | | | | |
| 2 | | Dube. S.C., Contemporary India and its Modernization, Vikas Publishing House, New Delhi,  1974 | | | | | | | | | | | |
| 3 | | Ramachandra Guha, India After Gandhi (Delhi, 2011) | | | | | | | | | | | |
| 4 | | Sharma, R.K, Indian Politics After Independence, Swasthik Publications, New Delhi, 2012. | | | | | | | | | | | |
| 5 | | Venkatesan G, History of Contemporary India, VC Publication, Rajapalaiyam, 2012. | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | | Durga Das, India-From Curzon to Nehru & After, Collins, London, 1969 | | | | | | | | | | | |
| 2 | | Rajini Kothari, Politics in India, Orient Black Swan, New Delhi, 2003. | | | | | | | | | | | |
| 3 | | Paul Brass, The Politics of India Since Independence, NCMHI- IV, Cambridge University  Press,2004. | | | | | | | | | | | |
| 4 | | S. Gopal, Nehru: A Biography, Volumes II and III, Bombay : Oxford University Press, 1976 | | | | | | | | | | | |
| 5 | | Francine Frankel, India’s Political Economy, Oxford University Press, 2009. | | | | | | | | | | | |
| 6 | | C. Jaffrelot, The Hindu Nationalist Movement, Delhi: Penguin, 1993, Revised second edition,  2000. | | | | | | | | | | | |
| 7 | | Forbes, Geraldine, Women in Modern India (Cambridge University Press, Cambridge, 1996) | | | | | | | | | | | |
| 8 | | Paul Brass, Language, Religion and Politics in South Asia, Cambridge University Press, 1974. | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | S | S | S | S | L |
| **CO3** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | M | S |
| **CO4** | M | S | S | S | S | S | S | L | S | S |
| **CO5** | S | S | S | S | M | S | S | S | S | S |
| **CO6** | S | M | S | S | S | M | M | S | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | **HIS C 111** | | | **HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA) MEDIEVAL AND MODERN PERIOD** | | **L** | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | | **Core** | | | **4** | | **0** | | **0** | **4** |
| **Pre-requisite** | | | | | Basic knowledge on medieval and modern civilisations of the world. | | |  | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:  The students will be able to appraise the spread of Christianity, rise and spread of Islam The students will be able to understand the Feudalism, The Persian empire  The students will understand the progress of education literature and philosophy  Also to help the students with broad based knowledge and understanding of the concept of evolution of Mankind and Culture through the ages and their impact on human lives today. | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | Appraise the Rise and Spread of Christianity and Development of Science | | | | | | | | | | | K1 | |
| 2 | Sketch the development of the Society | | | | | | | | | | | K2 | |
| 3 | Compare the Merits and Demerits Feudalism | | | | | | | | | | | K3 | |
| 4 | Identify the Life in the Middle age Culture | | | | | | | | | | | K4 | |
| 5 | Enumerate the Renaissance | | | | | | | | | | | K5 | |
| 6 | Appraise the Rise and Spread of Christianity and Development of Science | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | |
| **Unit:1** | | | | Middle Ages | | | | | **14 hours** | | | | |
| Rise and Spread of Christianity – The Papacy – Black death – decline of classical learning – Rise and spread of Islam – Development of Science, Medicine and Art – Significance of Saracenic civilisation - architecture. | | | | | | | | | | | | | |
| **Unit:2** | | | | The Byzantine Civilization | | | | | **14 hours** | | | | |
| Government – Economic System – Code of Justinian – Learning, Literature and Art – The Persian Empire: government and Society – Religion and Philosophy. | | | | | | | | | | | | | |
| **Unit:3** | | | | Feudalism | | | **14 hours** | | | | | | |
| Origin of Feudalism – its extent – Manorial System – Monastic Orders of Medieval Europe – Growth of Medieval Cities – Guilds and Crafts – Crusades – Causes and Results . Progress of  Education, Literature and Philosophy – Rise of Universities. | | | | | | | | | | | | | |
| **Unit:4** | | | | Revival of classical learning | | | **14 hours** | | | | | | |
| Causes and effects – Role of Medici family – Developments in diverse fields – Geographical Discoveries – competition among the nations – Reformation in Germany, France, and Switzerland –  Counter Reformation. | | | | | | | | | | | | | |
| **Unit:5** | | | | Europe in Transition | | | **14 hours** | | | | | | |
| French Revolution and its impact – Romanticism – Industrial and Agrarian Revolution: Causes, Course  and Results -Nationalism vs. Internationalism – Development of Science, Philosophy, Art, Literature and Architecture during the Contemporary World | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | **2 hours** | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | **72 hours** | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | | Gokale, B.K, Introduction to Western Civilization, S.Chand & Company, New Delhi, 1999. | | | | | | | | | | | |
| 2 | | Hays C.J, History of Western Civilization, Macmillan, New York, 1967. | | | | | | | | | | | |
| 3 | | Swain J.E, A History of World Civilization, Eurasia Publishing House, New Delhi, 1938. | | | | | | | | | | | |
| 4 | | Rebello , World Civilization – Ancient and Medieval, Part II, Mangalore, 1969. | | | | | | | | | | | |
| 5 | | David Thomson, Europe since Napolean, London, 1963 | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | | Bloch M, Feudal Society, Chicago: University of Chicago Press. 1966. | | | | | | | | | | | |
| 2 | | Wallbank, T.W, Civilization – Past and Present, .Bailey, N.M Harper Collins College Div, 1992. | | | | | | | | | | | |
| 3 | | Power. D. (ed.) , The Central middle Ages: 950-1320, Oxford: Oxford University Press, 2006 | | | | | | | | | | | |
| 4 | | Cipolla, C.M, ed., Fontana Economic History of Europe, vol. I. The Middle Ages. New York: Harvester Press, 1976. | | | | | | | | | | | |
| 5 | | Hilton, R. , Bond Men Made Free: Medieval Peasant Movements and the English Rising, London: Rout ledge 1973 | | | | | | | | | | | |
| 6 | | Edward Mac Nall Burns, Western Civilization – their History and their Culture, W.W. Norton  & Company, New York, 1958 | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | S | S | S | S | L |
| **CO3** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | M | S |
| **CO4** | M | S | S | S | S | S | S | L | S | S |
| **CO5** | S | S | S | S | M | S | S | S | S | S |
| **CO6** | S | M | S | S | S | M | M | S | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | **HIS C 112** | | | **INTERNATIONAL RELATIONS SINCE C.E.1945** | | **L** | | **T** | | **P** | **C** |
| **Core/Elective/Supportive** | | | | | **Core** | | | **4** | | **0** | | **0** | **4** |
| **Pre-requisite** | | | | | The students will learn the concept of Power, Politics, Theories and Diplomacy. | | |  | | |  | | |
| **Course Objectives:** | | | | | | | | | | | | | |
| The main objectives of this course are to:  Study relationship and alliances made between two and more countries during World War I & World War II | | | | | | | | | | | | | |
| Enable the students to understand various organizations viz., League of Nations, UNO, NATO, NAM, and SAARC.  Learn about Cold war, Disintegration of USSR and the New Economic order. | | | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | | | |
| 1 | Students would learn the nature and meaning of power politics, Diplomacy and  concept of security. | | | | | | | | | | | K1 | |
| 2 | Students would understand International Relations between 1914 and 1945, and its  impact. | | | | | | | | | | | K2 | |
| 3 | Students understand various organizations from League of Nations to Regional  organizations. | | | | | | | | | | | K3 | |
| 4 | Students would discuss the Internal and Transnational security and problems related  to Population, Terrorism, and Narcotics. | | | | | | | | | | | K4 | |
| 5 | Students would learn the nature and meaning of power politics, Diplomacy and  concept of security. | | | | | | | | | | | K5 | |
| 6 | Students would understand International Relations between 1914 and 1945, and its  impact. | | | | | | | | | | | K6 | |
| **K1** - Remember; **K2** - Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** – Create | | | | | | | | | | | | | |
| **Unit:1** | | | | Introduction to International Relations | | | | | **14 hours** | | | | |
| Meaning and Definition of International Relations – Nature of power politics – Theoretical Approaches to International Relations – Diplomacy – peace and conflict studies – History of peace Ideas and  Movements – Dominant Concepts of Security. Various dimensions of Diplomacy. | | | | | | | | | | | | | |
| **Unit:2** | | | | International Relations between two World Wars | | | | | **14 hours** | | | | |
| Major trends in International Relations between 1914 and 1945 – Woodrow Wilson’s 14 points towards a global arrangement – League of Nations and communism – Kellog Briand pact – Locarno Pact – Ideological and military mobilization of nations – global efforts against Fascism, Nazism and Racism –  Appeasement policy of the west towards Nazism. | | | | | | | | | | | | | |
| **Unit:3** | | | | Birth of New International Order | | | **14 hours** | | | | | | |
| Atlantic Charter – UNO and its subsidiaries – International efforts in post – war arrangement – Marshall Plan – Truman doctrine – Process of decolonization in Asia and Africa and origin and phase of Cold War – European union and its impact on International Relations – Bipolar World and Non – Alliance Movement – Disarmament moves – global moves against nuclear weapons – IAEA. | | | | | | | | | | | | | |
| **Unit:4** | | | | Unipolar World and World Organisations | | | **14 hours** | | | | | | |
| Post Cold War Geo – Politics – Disintegration of the USSR – Unipolar world to multi – polar world – Emergence of a New global Economic order – Liberalization, Privatization and Globalization (LPG) – WB, WTO, IMF, GATTS, TRIPS, TRIMS – social clauses. | | | | | | | | | | | | | |
| **Unit:5** | | | | Global Issues and Regional Organisations | | | **14 hours** | | | | | | |
| International Terrorism - Global Warming – environment issues – Human Rights – Regional Co – operation : ASEAN, SAARC, SHANGAI CO OPERATION, ADB, GT, BRICS, etc – Areas of conflict in contemporary world – Palestinian issue – Middle East Crisis – Religious Fundamentalism and terrorism – Alternative Perspectives on security Co – operative Security; Common Security; Collective Security; Comprehensive Security; Human Security and Development. | | | | | | | | | | | | | |
| **Unit:6** | | | | **Contemporary Issues** | | | **2 hours** | | | | | | |
| Expert lectures, online seminars - webinars | | | | | | | | | | | | | |
|  | | | | **Total Lecture hours** | | | **72 hours** | | | | | | |
| **Text Book(s)** | | | | | | | | | | | | | |
| 1 | | Carr, E.H, International Relations between Two World Wars (1919 - 1939), Palgrave  Macmillan, London, 1952. | | | | | | | | | | | |
| 2 | | Dunbabin J.P.D, International Relation Since 1945, Longman, London, 1994. | | | | | | | | | | | |
| 3 | | Kuldeep Fadia Dr., United Nations and other International Organizations, Sahitya Bhavan  Publication, Agra, 2007. | | | | | | | | | | | |
| 4 | | Roy A.C, International Relations Since 1919, World Press, Calcutta, 1978. | | | | | | | | | | | |
| 5 | | Mahajan V.D, International Relations Since 1900, S.Chand & Company PVT, New Delhi,  1986. | | | | | | | | | | | |
|  | | Sunil Sondhi , International Relations, Sanjay Prakashan, New Delhi, 2004 | | | | | | | | | | | |
| **Reference Books** | | | | | | | | | | | | | |
| 1 | | Morgenthau, Hans J, Politics among Nations, McGraw-Hill Education, New Delhi, 2005. | | | | | | | | | | | |
| 2 | | Calvecoressi, P, World Politics Since 1945, Longman, New Delhi, 2008. | | | | | | | | | | | |
| 3 | | Palmer and Perkins, Internal Relations, Houghton Mifflin, Calcutta, 1965. | | | | | | | | | | | |
| 4 | | Schuman, International politics, McGraw Hill, New York, 1958. | | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | S | S | S | S | S | S | L |
| **CO3** | S | S | S | S | S | S | M | S | S | S |
| **CO3** | S | S | S | S | S | S | S | S | M | S |
| **CO4** | M | S | S | S | S | S | S | L | S | S |
| **CO5** | S | S | S | S | M | S | S | S | S | S |
| **CO6** | S | M | S | S | S | M | M | S | S | M |

\*S-Strong; M-Medium; L-Low

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| **Course code** | | | **HIS E 106** | **GENDER STUDIES** | | **L** | | **T** | | **P** | **E** |
| **Core/Elective/Supportive/** | | | | **Elective** | | **4** | | **0** | | **0** | **3** |
| **Pre-requisite** | | | | To provide knowledge about Feminism and Feminist movements. | |  | | | **–** | | |
| **Course Objectives:** | | | | | | | | | | | |
| The main objectives of this course are to:  Create awareness on condition of women in the society.  Inspire the students about the significant place of women Enrich the students about women’s achievements.  Cater information on legal safeguards for women | | | | | | | | | | | |
| **Expected Course Outcomes:** | | | | | | | | | | | |
| On the successful completion of the course, student will be able to: | | | | | | | | | | | |
| 1 | | Students enlightened with significance of women in the society. | | | | | | | | K1 | |
| 2 | | Students Received knowledge about women organization. | | | | | | | | K2 | |
| 3 | | Students knew the role of women in the all spheres. | | | | | | | | K3 | |
| 4 | | Students got legal solution for gender issues. | | | | | | | | K4 | |
| 5 | | Students enlightened with significance of women in the society. | | | | | | | | K5 | |
| 6 | | Students Received knowledge about women organization. | | | | | | | | K6 | |
| **K1** - Remember; **K2** – Understand; **K3** - Apply; **K4** - Analyze; **K5** - Evaluate; **K6** - Create | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Unit:1** | | | Introduction to Gender | | | | **14 hours** | | | | |
| Meaning, Concept, Nature, Objective and Target of Women Empowerment – Reality of women empowerment in the era of globalization – Theories of Feminism – Women’s Movements in the  West. | | | | | | | | | | | |
| **Unit:2** | | | Women through the Ages | | | | **14 hours** | | | | |
| Indian Context – Women against colonialism- Velu Nachaiyar and Rani Lakshmi Bai-Women in  Freedom Struggle – Thillaiadi Vealliammai, Annie Besant, Madame Gama- Women participation in Gandhian Era-Sarojni Naidu | | | | | | | | | | | |
| **Unit:3** | | | Feminist Movement | | **14 hours** | | | | | | |
| Rise of Feminist Movement and Women’s Organisations – Contributions of Margaret Cousin and Dr. Muthulakshmi Reddy- Governmental and Non – Governmental Organisations – National, State  Councils for Women – Achievements | | | | | | | | | | | |
| **Unit:4** | | | Economic empowerment for Women | | **14 hours** | | | | | | |
| Support Service for women – Self – wage employment schemes – employment generations schemes  – Swa Shakti Project – Micro finance revolution – NABARD – Grameen Bank & other state policy and Programmes – Role of Women in Politics – Administration – Business – Industry – Women  Entrepreneurs Women in space research need for Reservation. | | | | | | | | | | | |
| **Unit:5** | | | Women and Law | | **14 hours** | | | | | | |
| – Legal and Constitutional Rights – Marriage – Divorce Property Rights – Labour Laws – Women in  modern Society post modern Transgender issues. | | | | | | | | | | | |
| **Unit:6** | | | **Contemporary Issues** | | **2 hours** | | | | | | |
| Expert lectures, online seminars – webinars | | | | | | | | | | | |
|  | | | **Total Lecture hours** | | **72 hours** | | | | | | |
| **Text Books** | | | | | | | | | | | |
| 1 | Gandhi, M.K, Women and Social Justice, Navajivan Publication, Ahmedabad, 1954. | | | | | | | | | | |
| 2 | Nanda, B.R., Indian women from Purdah to Modernity, Radiant Publishers, New Delhi,  1990 | | | | | | | | | | |
| 3 | Rama Mehta, Socio-Legal Status of Women in India, Mittal Publications, Delhi, 1987 | | | | | | | | | | |
| 4 | Radha Kumar, The Women’s Movement in India, Feminist Studies, New Delhi, 2000 | | | | | | | | | | |
| 5 | Razia Parvin M. Empowerment of Women – Strategies and Gender Justice, Dominant  Publishers and Distributors New Delhi, 2005. | | | | | | | | | | |
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| **Reference Books** | | | | | | | | | | | |
| 1 | Altenbar, A.S, the Position of Women in Hindu Civilization, Motilal Banarsi Das, Delhi. 1962. | | | | | | | | | | |
| 2 | Bovehur David , The Feminist Challenge, The Movement for Women’s Liberation in  Britain and U.S, Palgrave, UK 1983 | | | | | | | | | | |
| 3 | Banks Olive , Faces of Feminism – A Study of Feminism as a Social Movement, Blackwell  Publication, Malden,United States, 1986 | | | | | | | | | | |
| 4 | Neena Desai and Patel, V, Indian Women: Chance and Challenge in the International  Decade, 11975-1985, Popular Prakashan, Bombay 1985. | | | | | | | | | | |
| 5 | Srinivas, M.N., The Changing Position of Indian Women, Oxford University Press, London,  1978. | | | | | | | | | | |
| 6 | Tara A.Baig, India’s Women Power, S. Chand & Co., New Delhi, 1976. | | | | | | | | | | |
| 7 | Radha Kumar, A History of Doing, Kali for Women, 1993. | | | | | | | | | | |
| 8 | Sangari, Kumkum and Sudesh Vaid (eds), Recasting Women: Essays in Colonial  History (Kali for Women, Delhi, 1989) | | | | | | | | | | |
| **Related Online Contents [MOOC, SWAYAM, NPTEL, Websites etc.]** | | | | | | | | | | | |

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| **Mapping with Programme Outcomes** | | | | | | | | | | |
| **COs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** | **PO9** | **PO10** |
| **CO1** | S | S | M | L | S | M | S | M | S | L |
| **CO2** | S | S | S | M | S | L | M | S | S | S |
| **CO3** | S | S | S | L | S | S | M | L | M | L |
| **CO4** | L | S | L | L | S | S | M | L | S | L |
| **CO5** | S | S | S | S | S | S | S | S | S | S |
| **CO6** | S | S | S | L | M | S | M | M | S | S |

\*S-Strong; M-Medium; L-Low