

  
**ANNAMALAI UNIVERSITY**  
**(AFFILIATED COLLEGES)**

**303 M.A. HISTORY**

Programme Structure and Scheme of Examination (under CBCS)  
(Applicable to the candidates admitted from the academic year 2023 -2024 onwards)

Course Code	Part	Study Components & Course Title	Credit	Hours/ Week	Maximum Marks		
					CIA	ESE	Total
<b>SEMESTER – I</b>							
23PHISC11	A	<b>Core - I:</b> History of Ancient and Early Medieval India - Prehistory to 1206 C.E	5	7	25	75	100
23PHISC12		<b>Core - II:</b> Socio Cultural History of Tamil Nadu up to 1565 CE	5	7	25	75	100
23PHISC13		<b>Core - III:</b> History of World Civilizations (Excluding India)	4	6	25	75	100
23PHISE14-1 23PHISE14-2		<b>Elective – I :</b> Freedom Struggle in Tamil Nadu (or) Indian Art and Architecture	3	5	25	75	100
23PHISE15-1 23PHISE15-2		<b>Elective – II:</b> Administrative History of Tamil Nadu (or) Cultural Heritage of India	3	5	25	75	100
<b>Total</b>			<b>20</b>	<b>30</b>			<b>500</b>
<b>SEMESTER – II</b>							
23PHISC21	B	<b>Core - IV :</b> History of Medieval India - 1206 - 1707 CE	5	6	25	75	100
23PHISC22		<b>Core - V :</b> Socio-Cultural History of Tamil Nadu - 1565 - 2000 C.E	5	6	25	75	100
23PHISC23		<b>Core - VI :</b> Historiography and Historical Methods	4	6	25	75	100
23PHISE24-1 23PHISE24-2		<b>Elective – III :</b> History of Journalism (or) International Migrations and Diasporic Studies	3	5	25	75	100
23PHISE25-1 23PHISE25-2		<b>Elective – IV :</b> Indian Constitution (or) Environmental History of India	3	5	25	75	100
23PHISS26	B (i)	<b>Skill Enhancement Course-I:</b> Introduction to Epigraphy	2	2	25	75	100
<b>Total</b>			<b>22</b>	<b>30</b>			<b>600</b>

<b>SEMESTER – III</b>							
23PHISC31	A	<b>Core – VII:</b> Colonialism and Nationalism in India	5	6	25	75	100
23PHISC32		<b>Core - VIII :</b> Intellectual History of India	5	6	25	75	100
23PHISC33		<b>Core - IX :</b> Economic History of India since 1857 C.E	5	6	25	75	100
23PHISC34		<b>Core - X :</b> Contemporary India	4	6	25	75	100
23PHISE35-1 23PHISE35-2		<b>Elective – V:</b> Principles and Techniques of Archaeology (or) Studies in Human Rights	3	3	25	75	100
23PHISS36	B (i)	<b>Skill Enhancement Course-II:</b> Communication Strategies for Leadership success	2	3	25	75	100
23PHISI37	B (ii)	Summer Internship *	2	-	25	75	100
<b>Total</b>			<b>26</b>	<b>30</b>			<b>700</b>
<b>SEMESTER – IV</b>							
23PHISC41	A	<b>Core - XI :</b> Peasant and Labour Movements in India	5	6	25	75	100
23PHISC42		<b>Core - XII :</b> International Relations since 1945 CE	5	6	25	75	100
23PHISD43		Project with Viva-Voce	7	10	25	75	100
23PHISE44-1 23PHISE44-2		<b>Elective –VI:</b> Women in India Through the Ages (or) Science and Technology in India Since 1947 C.E	3	4	25	75	100
23PHISP45	B (i)	<b>Skill Enhancement Course-III:</b> Professional Competency Skill : Competitive Examination Methods	2	4	25	75	100
23PHISX46	C	Extension Activity	1	-	25	75	100
<b>Total</b>			<b>23</b>	<b>30</b>			<b>600</b>
<b>Total Credits / Hours</b>			<b>91</b>	<b>120</b>			<b>2400</b>

\* Students should complete two weeks of internship before the commencement of III semester.

**Credit Distribution for PG Arts Programme**

<b>Part</b>	<b>Course Details</b>	<b>No. of courses</b>	<b>Credit per course</b>	<b>Total Credit</b>
<b>A</b>	Core (including Industry Module)	13	4 or 5	<b>57</b>
	Elective Course	6	3	<b>18</b>
	Project Work with VIVA-VOCE	1	7	<b>7</b>
<b>B(i)</b>	Skill Enhancement Course	3	2	<b>6</b>
<b>B(ii)</b>	Summer Internship	1	2	<b>2</b>
<b>C</b>	Extension Activity	1	1	<b>1</b>
				<b>91</b>

**Component-wise Credit Distribution**

<b>Part</b>	<b>Courses</b>	<b>Sem I</b>	<b>Sem II</b>	<b>Sem III</b>	<b>Sem IV</b>	<b>Total</b>
<b>A</b>	<b>Core (including Practical and Project)</b>	<b>14</b>	<b>14</b>	<b>19</b>	<b>17</b>	<b>64</b>
	<b>Elective</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>18</b>
<b>B(i)</b>	<b>Skill Enhancement Course</b>	-	<b>2</b>	<b>2</b>	<b>2</b>	<b>6</b>
<b>B(ii)</b>	<b>Summer Internship</b>	-	-	<b>2</b>	-	<b>2</b>
<b>C</b>	<b>Extension Activity</b>	-	-	-	<b>1</b>	<b>1</b>
						<b>91</b>

**Part A and B(i) component will be taken into account for CGPA calculation for the post graduate programme and the other components Part B(ii) and C have to be completed during the duration of the programme as per the norms, to be eligible for obtaining PG degree.**

<p><b>Programme Outcomes (Pos)</b></p>	<p><b>PO1: Problem Solving Skill</b> Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.</p> <p><b>PO2: Decision Making Skill</b> Foster analytical and critical thinking abilities for data-based decision-making.</p> <p><b>PO3: Ethical Value</b> Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.</p> <p><b>PO4: Communication Skill</b> Ability to develop communication, managerial and interpersonal skills.</p> <p><b>PO5: Individual and Team Leadership Skill</b> Capability to lead themselves and the team to achieve organizational goals.</p> <p><b>PO6: Employability Skill</b> Inculcate contemporary business practices to enhance employability skills in the competitive environment.</p> <p><b>PO7: Entrepreneurial Skill</b> Equip with skills and competencies to become an entrepreneur.</p> <p><b>PO8: Contribution to Society</b> Succeed in career endeavors and contribute significantly to society.</p> <p><b>PO 9 Multicultural competence</b> Possess knowledge of the values and beliefs of multiple cultures and a global perspective.</p> <p><b>PO 10: Moral and ethical awareness/reasoning</b> Ability to embrace moral/ethical values in conducting one's life.</p>
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<p><b>Programme Specific Outcomes (PSOs)</b></p>	<p><b>PSO1 – Placement</b> To prepare the students who will demonstrate respectful engagement with others’ ideas, behaviors, beliefs and apply diverse frames of reference to decisions and actions.</p> <p><b>PSO 2 - Entrepreneur</b> To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.</p> <p><b>PSO3 – Research and Development</b> Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.</p> <p><b>PSO4 – Contribution to Business World</b> To produce employable, ethical and innovative professionals to sustain in the dynamic business world.</p> <p><b>PSO 5 – Contribution to the Society</b> To contribute to the development of the society by collaborating with stakeholders for mutual benefit.</p>
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<b>SEMESTER: I CORE-I</b>	<b>23PHISC11: HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIA - PREHISTORY TO 1206 CE</b>	<b>CREDIT: 5 HOURS: 7/W</b>
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### **Learning Objectives**

- LO1:** Explain the sources and the features of Pre and Proto history at the national and regional level
- LO2:** Understanding of the social, political and economic life in the Vedic age and the post- Vedic polity and religion
- LO3:** An account of Mauryan and Post- Mauryan period
- LO4:** The chief features of the Age of Guptas and its legacy
- LO5:** Knowledge of the history of the Peninsular India under various dynasties

### **UNIT I**

Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic –Distribution – Tools – Life of the people; Proto History – Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts ;Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai

### **UNIT II**

Vedic Period: Debate on the original home of the Aryans –Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander’s Invasion and its impact

### **UNIT III**

The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion;Mauryan Administration: Kautilya and Arthasastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo-Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions – Mahayana; Satavahanas of Andhra: their contribution to art and architecture

**UNIT IV**

Guptas – Polity and Administration – Patronage to Art, Architecture and Literature– Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung’s account of India

**UNIT V**

Peninsular India: Tamil country up to 12th Century– Chalukyas: some important attainments; Rise of Regional Kingdoms in Northern India up to 12th century: Rashtrakutas, Pratiharas and Palas; Arab conquest of Sind; Campaigns of Mahmud of Ghazni and Muhammad Ghori, and their impact

**LEARNING RESOURCES****Text Books**

1. Singh, Upinder, *A History of Ancient and Early Medieval India: From the Stone Age to the 12<sup>th</sup> Century*, Pearson, Delhi, 2009
2. Chakravathy, Ranabir, *Exploring Early India up to c. A.D. 1300*, Primus Books, Delhi, 2016
3. Thapar, Romila, *Early India: From the Origins to A.D. 1300*, Penguin, Delhi, 2003(Tamil Translation)

**Reference Books:**

1. Kosambi, D.D., *The Culture and Civilization of Ancient India: An Historical Outline*, Vikas Pub. House Pvt. Ltd., Delhi, 1997
2. Kosambi, D.D., *An Introduction to the Study of Indian History*, Sage Publications, Delhi, 2016
3. Raychaudhuri, Hemchandra, *Political History of Ancient India*, Surjeet Publications, New Delhi, 2014
4. Basham, A.L., *The Wonder that was India, Vol. 1*, Picador, New Delhi, 2004

**Web sources:**

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.pbs.org/thestoryofindia/resources/websites/>
3. <https://archive.org/details/IndiaHistory>

**Course Outcomes: At the end of the course students will be able to:**

- CO1:** Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization
- CO2:** Know the various theories of origin of Aryans, and their socio-economic life
- CO3:** Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions
- CO4:** Give a detailed account of the Age of Guptas and Harsha’s administration
- CO5:** explain the history of Peninsular India under various dynasties

### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)



<b>SEMESTER: I CORE-II</b>	<b>23PHISC12: SOCIO CULTURAL HISTORY OF TAMIL NADU UPTO1565 CE</b>	<b>CREDIT: 5 HOURS: 7/W</b>
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### Learning Objectives

- LO1:** Present the early history of Tamil Nadu
- LO2:** Detail the history of Pallavas and their contribution
- LO3:** Highlight the impact of the Cholarulers's administration
- LO4:** Give an account of the history of Pandyas of Madurai
- LO5:** Explain the society and culture under Madurai Sultanate and Vijayanagara rulers

### UNIT I

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

### UNIT II

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

### UNIT III

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

### UNIT IV

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

### UNIT V

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

### LEARNING RESOURCES

#### Text Books:

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

## Reference Books:

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

## Web sources

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

## Course Outcomes

**CO1:** detail the early history of Tamil Nadu

**CO2:** give an account of the history of Pallavas and their contribution

**CO3:** highlight the impact of the Cholarulers's administration

**CO4:** present an account of the history of Pandyas of Madurai

**CO5:** explain the society and culture under Madurai Sultanate and Vijayanagara

## CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: I CORE-III</b>	<b>23PHISC13: HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA)</b>	<b>CREDIT: 4 HOURS: 6/W</b>
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### **Learning Objectives**

- LO1:** Explain the concepts of civilization and culture and brief history of pre- historic period
- LO2:** Present different features of various ancient civilizations
- LO3:** Explain the main West Asian civilizations
- LO4:** compare the features of Chinese and Japanese civilizations
- LO5:** study and compare Greek and Roman Civilizations

### **UNIT I**

Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations

### **UNIT II**

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 III**

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 IV**

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 V**

Greek Civilization – the Minoans and Mycenaeans – 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 PaxRomana – Administration and expansion under Augustus

### **LEARNING RESOURCES**

#### **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.]

### Web sources

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

### Course Outcomes

**CO1:** compare the concepts of civilization and culture and brief history of pre- historic period

**CO2:** understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations

**CO3:** study about origin and growth of river valley civilizations

**CO4:** 4.describe the features of Chinese and Japanese civilizations

**CO5:** 5explain the contributions of Greek and Roman civilizations

### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: I ELECTIVE-I</b>	<b>23PHISE14-1: FREEDOM STRUGGLE IN TAMIL NADU</b>	<b>CREDIT: 3 HOURS: 5/W</b>
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### Learning Objectives

- LO1:** To present the early resistance to colonial rule
- LO2:** To detail the factors for the emergence of national consciousness and the role of socio-political organisations
- LO3:** To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press
- LO4:** To detail the activities of moderate and revolutionary leaders and the impact of Gandhi
- LO5:** To point out the role of Tamil Nadu in the latter phase of the freedom struggle

### UNIT I

Poligar Revolt – PuliThevan – VeeraPandiyaKattabomman – VeluNachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact

### UNIT II

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

### UNIT III

Press and Nationalism – The 'Hindu', Swadesamitran, New India, Dinamani, India ( edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan-Sooryodhayam- - Vijaya-Chakravardhini- BalaBharatham- Nava Sakthi- SwantiraSangu-

### UNIT IV

Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.Subramiayalayer-V.O. Chidamabaram – SubramaniaBharathi – KadalurAnjaliammal-SoundaramAmmayar.

Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva- NeelakantaBrahmmachari

### UNIT V

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

### Learning Resources

#### Text Books:

1. Rajayyan, K : Rise and fall of Poligars& South Indian Rebellion
2. Rajayyan, K. : South Indian Rebellion, The First War of Independence,1800- 1801.

3. Rajayyan, K.: Tamil Nadu: A Real History
4. Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion
5. G. Venkatesan, History of Indian Freedom Struggle

#### Reference Books:

1. Narasimhan V.K. :Kamaraj – A Study
2. Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.
3. Suntharalingam, R. : Politics and Nationalist Awakening in South India,1852-1891.

#### Web Sources:

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

#### Course Outcomes:

**CO1:** Appreciate the contribution of early resistance against British rule in Tamil Nadu.

**CO2:** Describe the role of organizations in increasing nationalist consciousness

**CO3:** Assess the role of press in Tamil Nadu towards the nationalist cause.

**CO4:** Evaluate the contribution of various leaders to India's freedom struggle.

**CO5:** Understand the role of Tamil Nadu in the final phase of the freedom struggle

#### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: I ELECTIVE-I</b>	<b>23PHISE14-2: INDIAN ART AND ARCHITECTURE</b>	<b>CREDIT: 3 HOURS: 5/W</b>
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### Learning Objectives

**LO1:** detail the art and architectural forms during the Harappan and Mauryan periods

**LO2:** explain the impact of Buddhism on art forms

**LO3:** discuss the evolution of art and architecture under Pallavas and the Cholas

**LO4:** highlight the features of Islamic architecture particularly under Mughlas

**LO5:** to point out the salient features of colonial architecture

### UNIT I:

Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars

### UNIT II:

Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola

### UNIT III:

Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)

### UNIT IV:

Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque - QutubMinar - Mughal Art and Architecture: Humayun's Tomb - FatehpurSikri, -Red Fort- TajMahal - Mughal Paintings

### UNIT V:

Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: ChatrapatiShivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House, University of Madras, Chennai

### Learning Resources

#### Text Books:

1. Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976
2. Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002

- Tomory, Edith, A History of Fine Art in India and the West, Orient Black Swan; Reprinted edition (1989)

### Reference Books:

- Banerjee, J.N., Development of Hindu Iconography, Munshiram Manoharlal; 3rd edition, 2002
- Coomaraswamy, A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003
- Deva, Krishna, Temples of North India, National Book Trust, 2002
- Gupta, R.S., Iconography of the Buddhist, Hindu and Jain, Stosius Inc/Advent Books Division; Subsequent edition, 1980
- Sivaramamurthy, C., South Indian Bronzes, Lalit Kala Akademi, 1981
- Srinivasan, K.R., Temples of South India, National Book Trust; Fourth edition, 2010

### Web sources:

- <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
- [https://ignca.gov.in/Asi\\_data/18060.pdf](https://ignca.gov.in/Asi_data/18060.pdf)
- <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

### Course Outcomes:

- CO1:** Explain the various forms of Indus and Mauryan Art.  
**CO2:** Compare and contrast the Gandhara and Mathura Schools of Art.  
**CO3:** Examine the similarities and differences between temple architectural styles.  
**CO4:** Discuss the relation between the five pillars of Islam and Islamic architecture.  
**CO5:** Appreciate the features of colonial architecture

### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6
	<b>S-Strong (3)</b>			<b>M-Medium (2)</b>				<b>L-Low (1)</b>					



<b>SEMESTER: I ELECTIVE-II</b>	<b>23PHISE15-1: ADMINISTRATIVE HISTORY OF TAMIL NADU</b>	<b>CREDIT: 3 HOURS: 5/W</b>
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### **Learning Objectives:**

- LO1:** To examine the administration of Justice party
- LO2:** To highlight the achievements of Congress rule
- LO3:** To explain the major achievements of governments after 1967
- LO4:** To point out working of governments under AIADMK party
- LO5:** To highlight the cumulative impact since independence

### **Unit I**

Justice Party- A.SubbarayuluReddiyar- Raja of Panagal- P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid –day meal scheme

### **Unit II**

Congress rule: C.Rajagoplachari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth

### **Unit – III**

DMK administration-C.N Annadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C -Kalaingar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission-implementation of reservation policy - Salem Steel plant.ManuNeethiThittam- Free electricity for farmers- property rights to women; creation of universities-33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development

### **Unit- IV**

AIADMK administration: MGR-Nutritious Meal scheme- educational reforms - introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities-Tamil University at Tanjore-Mother Teresa university at kodaikkanal-J.Jayalalitha -welfare measures- AmmaUnavagam - free laptop for students- Cradle Baby Scheme- infrastructure development- rain water harvesting

### **Unit V**

Policies and programmes– economic- social and demographic impact

### **Learning Resources**

#### **Text Books:**

1. Rajaram .P The justice Party:A Historical Perspective,1916-1937
2. Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)

3. Rajmohan Gandhi., Rajaji:A Life
4. Narasimhan.V.K.,Kamaraj A Study
5. SandhyaRavishankar.,Karunanidhi: A Life in Politics
6. Vasanthi., A Lone Empress:A Portrait of Jayalalitha

**Reference Books:**

1. Subramanian.N History of Tamilnadu Vol.2

**Web Source**

1. [www.jetir.org](http://www.jetir.org)
2. <https://www.inc.in>
3. <https://dmk.in>

**Course outcomes:**

- CO1:** Appreciate the administration of Justice Party  
**CO2:** Evaluate the Congress Administration  
**CO3:** Interpret DMK administration  
**CO4:** Compare AIADMK administration  
**CO5:** Assess the impact of various administrations

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6
	<b>S-Strong (3)</b>			<b>M-Medium (2)</b>				<b>L-Low (1)</b>					

<b>SEMESTER: I ELECTIVE-II</b>	<b>23PHISE15-2: CULTURAL HERITAGE OF INDIA</b>	<b>CREDIT: 3 HOURS: 5/W</b>
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### **Learning Objectives:**

- LO1:** explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
- LO2:** highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
- LO3:** throw light on the importance of Royalty and it's patronage on cultural transformation
- LO4:** analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture
- LO5:** critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

### **UNIT I**

Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan and Vedic Ages

### **UNIT II**

Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature

### **UNIT III**

Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement

### **UNIT IV**

Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period

### **UNIT V**

Colonial Rule and the westernisation of Culture - Amalgamation of the old and new artforms. Education and the enduring legacy of the colonial rule – Impact of Western Literature

### **LEARNING RESOURCES**

#### **Text Books:**

1. Luniya, B.N. : Evolution of Indian Culture
2. Wolport, S. : Introduction to India
3. Hussain, S.A. : The National Culture of India
4. Tomery, E. : History of Fine Arts in India and West

**Reference Books:**

1. Basham, A.L. : The Wonder that was India
2. Brown, Percy : Indian Architecture – Buddhist and Hindu, Vol. I
3. Coomaraswamy, A.K.: History of Indian and Indonesian Art
4. Kramrish, Stella : Art of India
5. Poande, Susmita : Medieval Bhakti Movement

**Web sources:**

1. <https://indiaculture.gov.in>
2. <https://www.india.gov.in>
3. <http://www.intach.org>
4. <https://www.exoticindiaart.com>

**Course Outcomes:**

- CO1:** Explain the concepts and the dynamism involved in the Evolution of culture  
**CO2:** Describe critical role of religions in the growth of Art and architectural forms  
**CO3:** Examine the importance of Royal patronage for the progress of various art forms  
**CO4:** Appreciate the advent of new art forms  
**CO5:** Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

<b>SEMESTER: II CORE - IV</b>	<b>23PHISC21: HISTORY OF MEDIEVAL INDIA - 1206 - 1707 CE</b>	<b>CREDIT: 5 HOURS: 6/W</b>
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### Learning Objectives

- LO1:** Examine the establishment of centralized monarchy
- LO2:** Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq
- LO3:** Analyse the Mughal religious and Deccan policy.
- LO4:** Outline the advancements in art and architecture
- LO5:** Explain the economic and socio-cultural life in medieval India

### UNIT I

**Establishment of the Delhi Sultanate:** QutbuddinAibak and Iltutmish — *Iqta* System - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban- *Chihalgani*- Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion –Jalaluddin and AlauddinKhalji’s approaches to the State – Changes among the ruling Classes –Conquest and Annexation.

### UNIT II

**Problems of a Centralized State:** Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital-FirozTughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate

### UNIT III

**The Foundation of Mughal Empire:** Central Asian experience of Babur - India on the eve of Babur’s invasion– Struggle for empire in North India – Significance of the Afghan despotism-Rise of Sher Shah Sur; **Expansion and Consolidation**– Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– NurJahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.

### UNIT IV

**Ideology and State in Mughal India:** Akbar’s imperial agenda - Suhl-i-kul – Akbar’s religion - Din ilahi; Aurangzeb’s relation with religious groups and institutions.; Mughal-Rajput Relations – Mughal administration-: Aurangzeb - the Imperial elite- Deccan wars- Rise of Marathas under Shivaji- Popular revolts within the Mughal empire – Decline of the Mughal empire.

### UNIT V

**Economic and Socio-Cultural Life in Medieval India:** Economy: Agricultural Production, Village Society and the Revenue System – Trade– relations with the Europeans-Society- Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious

Ideas and Beliefs- The Sufi Movement– The Bhakti Movement in North India – Culture- Architecture – Literature – Fine Arts – Music.

## Learning Resources

### Text Books:

1. Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.
2. Chandra, Satish, *Medieval India: From Sultanat to the Mughals*, Har-Anand Pub., Delhi, 1998.
3. Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.
4. Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*, Sterling Pub., New Delhi, 1986
5. Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 1990
6. Raychaudhuri, Tapan and Irfan Habib, ed., *The Cambridge Economic History of India, Vol. I: c. 1200 – c. 1750*, Cambridge University Press, London, 1982.

### Reference Books:

1. Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi, 2007
2. Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005
3. Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016
4. Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967
5. Hasan, Nurul S., *Religion State and Society in Medieval India*, OUP, New Delhi, 2008
6. Nigam, S.B.P., *Nobility under the Sultans of Delhi*, Munshiram Manoharlal, New Delhi, 1968
7. Pandey, A.B., *Early Medieval India*, Central Book Depot, 1976
8. Qureshi, *Administration of the Mughal Empire*, Low Price Publications, 1990.
9. Qureshi, *Administration of the Sultanate of Delhi*, 1942.

### Web sources:

1. <https://core.ac.uk.in>
2. <https://studoc.com>
3. <https://indiaolddays.com>

### Course Outcomes:

- CO1:** understand the establishment of centralized monarchy
- CO2:** Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq
- CO3:** Analyse the religious and Deccan policy of Mughals .
- CO4:** Outline the advancements in art and architecture
- CO5:** detail the facets of economic and socio-cultural life in Medieval India

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: II CORE - V</b>	<b>23PHISC22: SOCIO-CULTURAL HISTORY OF TAMIL NADU - 1565 – 2000 C.E.</b>	<b>CREDIT: 5 HOURS: 6/W</b>
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**Learning Objectives:**

- LO1:** Narrate the social condition during the Nayak period
- LO2:** Describe the contributions of Marathas to the culture of the Tamil region
- LO3:** Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
- LO4:** Appreciate the Growth of Western Education
- LO5:** Examine the contribution of Dravidian movement to social transformation

**UNIT I**

The Nayaks of Madurai – ThirumalaiNayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – – contribution of Nayaks to art and architecture and Tamil culture.

**UNIT II**

Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – SaraswathiMahal Library – Development of Art and Architecture under the Marathas –

**UNIT III**

The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism: St.Ramalinga- Vaishnavism: the Schism

**UNIT IV**

Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education.

**UNIT V**

Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation- socio- cultural impact of the Dravidian parties

**LEARNING RESOURCES**

**Text Books:**

1. Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986
2. Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990
3. Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981
4. Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhil Publishers, Madras, 1988
5. Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006



6. Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002
7. Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur
8. Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996
9. Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

#### Reference Books:

1. K.A.N.Sastri : The Pandyan Kingdom (London.1929)
2. Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)
3. KrishnaswamyDr.A. : The Tamil country under Vijayanagar
4. Rajaraman, P., Chennai through the Ages, Poompozil Pub., Chennai, 1997.
5. RajayyanDr.K : History of Tamil Nadu (1565 – 1982)
6. Sathianatheir.R. : History of Nayaks of Madurai
7. Subramanian N : History of Tamil Nadu Vol.II
8. The culture and History of the Tamils , 1964
9. Varghese JeyarajS : Socio Economic History of Tamil Nadu

#### Web Sources:

1. [https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt)
2. <https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>

#### Course Outcomes:

**CO1:** Narrate the social condition during the Nayak period

**CO2:** Evaluate the contributions of Marathas to the culture of the Tamil region

**CO3:** Analyse the Contribution of Sethupathis of Ramnad to Tamil society.

**CO4:** Appreciate the Growth of Western Education

**CO5:** assess the contribution of Dravidian movement to social transformation

#### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: II CORE - VI</b>	<b>23PHISC23: HISTORIOGRAPHY AND HISTORICAL METHODS</b>	<b>CREDIT: 4 HOURS: 6/W</b>
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### **Learning Objectives:**

- LO1:** To explain the concepts related to history and its relationship with other disciplines; y
- LO2:** To discuss various philosophies and interpretations of history
- LO3:** To explain the processes and procedures involved in the conduct of historical research
- LO4:** To examine the evolution of historical writing in the West
- LO5:** To examine the contribution of various historians to the development of Indian historiography

### **UNIT I**

Meaning, Nature and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History

### **UNIT II**

Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History

### **UNIT III**

Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography

### **UNIT IV**

Development of Historical writing in the West – Herodotus, Thucydides, St. Augustine, Ibn Khaldun, L.V. Ranke, Arnold Toynbee, E.H. Carr, Fernand Braudel, E.P. Thompson, Eric Hobsbawm

### **UNIT V**

Historians of India – V.A. Smith, D.D. Kosambi, Romila Thapar, Jadunath Sarkar, Bipan Chandra, Ranajit Guha, K.A. Nilankanta Sastri, R. Sathianatha Ayyar, S. Krishnaswami Ayyangar, C.S. Srinivasachari, K.K. Pillai

## **LEARNING RESOURCES**

### **Text Books**

1. Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019
2. Carr, E.H., *What is History?*, Penguin Books Ltd., New Delhi, 2018.
3. Manikam, S., *On History & Historiography*, Padumam Publishers, Madurai
4. Rajayyan, K, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982
5. Sreedharan, E., *A Textbook of Historiography: 500 BC to AD 2000*, Orient Longman, New Delhi, 2004

**Reference Books:**

1. Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017
2. Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994
3. Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964
4. Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999
5. Sen, S.P., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973
6. Sreedharan, E., *A Manual of Historical Research Methodology*, Centre for South Indian Studies, Trivandrum, 2007
7. Tosh, John, *The Pursuit of History: Aims, Methods and New Directions in the Study of History*, Routledge, New York, 2015
8. Webster, John C.B., *Studying History*, Primus Books, Delhi, 2019

**Web sources:**

1. <https://edwardseducationblog.files.wordpress.com/2013/07/historical-method.pdf>
2. <http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History--%20Research%20Methology%20in%20writing%20steps.pdf>
3. <https://www.britannica.com/biographies/history/history>

**Course Outcome**

- CO1:** Explain the meaning and scope of history  
**CO2:** Outline the various theories and philosophical approaches to history  
**CO3:** Undertake historical research  
**CO4:** Analyse the contribution of western historians  
**CO5:** Highlight the historical writings of important Indian historians

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

S-Strong (3)

M-Medium (2)

L-Low (1)

<b>SEMESTER: II ELECTIVE - III</b>	<b>23PHISE24-1: HISTORY OF JOURNALISM</b>	<b>CREDIT: 3 HOURS: 5/W</b>
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**Learning objectives:**

- LO1:** To explain the origins and the role of press in social awakening
- LO2:** To present the role of the press in the freedom movement
- LO3:** To explain the government reaction to the role of the press
- LO4:** To present the role of prominent personalities for the growth of journalism
- LO5:** To explain the contribution of various newspapers

**UNIT I**

The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies.

**Unit II**

Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India

**Unit III**

Government and the press: reaction and regulation –Press laws

**Unit IV**

Contribution of Eminent Personalities to Indian Journalism: BalaGangadharaTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer- Peiryar-Aditanar-Kalaignar

**Unit V** Contribution of Important News Papers: Amrit BazarPatrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DhinaThanthi-Dinamalar- Dinakaran- Viduthalai-Murasoli

**Learning Resources**

**Text Books:**

1. Nadig Krishna Murthy : Indian Journalism, Mysore University Press
2. . R. Parthasarathi: Modern Journalism in India. Sterling Publishers.
3. J. V. SeshagiriRao. Studies in the history of journalism

**Reference Books:**

1. MohitMoitra: A History of Indian Journalism; National Book Agency.
2. J. Natarajan: History of Indian Journalism; Publication Division
3. J.N. Basu: Romance of Indian Journalism; University of Calcutta

**Web sources:**

1. [https://www.publicationsdivision.nic.in/index.php?route=product/product&product\\_id=2150](https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150)
2. [https://www.epw.in/system/files/pdf/1955\\_7/11/the\\_story\\_of\\_the\\_indian\\_press.pdf](https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf)
3. <https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growth-of-press-in-india/21000143>

**Course Outcomes**

**CO1:** explain the origins and the and role of press in social awakening

**CO2:** present the role of the press in the freedom movement at the national level

**CO3:** explain the government reaction to the role of the press

**CO4:** assess the role of prominent personalities for the growth of journalism

**CO5:** understand the contribution of various newspapers

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: II ELECTIVE - III</b>	<b>23PHISE24-2: INTERNATIONAL MIGRATIONS AND DIASPORIC STUDIES</b>	<b>CREDIT: 3 HOURS: 5/W</b>
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**Learning Objectives:**

- LO1:** Explain the theories of international migrations and diaspora
- LO2:** Outline the position of Indian diaspora worldwide
- LO3:** Examine the issues of identity among the Indian diaspora
- LO4:** Evaluate the policies towards diaspora
- LO5:** present the perspectives of sending and receiving countries

**UNIT I: International Migrations**

Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations

**UNIT II: Theories of Diaspora**

Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian – Globalisation and Diaspora

**UNIT III: The Indian Diaspora: A Survey**

The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia

**UNIT IV: Issues of Identity in the Indian Diaspora**

Religion and Caste – Language and Culture – Institutions and Associations

**UNIT V: Indian Diaspora and Policy Perspective**

Sending Country's Perspective – Receiving Country's Perspective

**Learning Resources**

**Text Books:**

1. Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations*
2. *Movements in the Modern World*. London: Macmillan.
3. Ajaya Kumar Sahoo and BrijMaharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.
4. Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.
5. EleonoreKofman, Annie Phizacklea, ParvatiRaghuram, Rosemary Sales. 2000. *Gender and International Migration in Europe: Employment, Welfare and Politics*. London:Routledge.
6. Vertovec, Steven and Robin Cohen (eds.). 1999. *Migration, Diaspora and Transnationalism*. London: Edward Elgar. [Introduction]
7. Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press: Cambridge.

**Reference Books:**

1. Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet

2. Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.
3. Raghuram, Parvati, Ajaya Kumar Sahoo, Brij Maharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.
4. Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. New York: New York University Press.
5. Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.
6. Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.
7. Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter 1,3,5]
8. Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.
9. Ministry of External Affairs. 2001. *Report of the High Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

#### Web sources:

1. [www.iom.int](http://www.iom.int)
2. [https://www.researchgate.net/publication/260096281\\_Theories\\_and\\_Typologies\\_of\\_Migration\\_An\\_Overview\\_and\\_A\\_Primer](https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer)
3. <https://www.mea.gov.in/images/pdf/1-executive-summary.pdf>

#### Course Outcomes:

- CO1:** Explain the theories of international migrations and diaspora  
**CO2:** Outline the position of Indian diaspora worldwide  
**CO3:** Examine the issues of identity among the Indian diaspora  
**CO4:** Evaluate the Indian policies towards diaspora  
**CO5:** understand the perspectives and policies of receiving countries

#### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)                      M-Medium (2)                      L-Low (1)**

<b>SEMESTER: II ELECTIVE - IV</b>	<b>23PHISE25-1: INDIAN CONSTITUTION</b>	<b>CREDIT: 3 HOURS: 5/W</b>
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### **Learning Objectives:**

- LO1:** Explain the historical background of the Indian Constitution.
- LO2:** Compare and contrast the fundamental rights, directive principles of state policy and fundamental duties.
- LO3:** Evaluate the nature of Indian federalism and the rationale for emergency provisions.
- LO4:** Describe the powers and functions of the various units of the government.
- LO5:** Evaluate the nature of the State constitutional machinery and its functions

### **UNIT I**

Historical background - Sources of the Indian Constitution - Preamble-citizenship

### **UNIT II**

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties-important amendments to the Constitution

### **UNIT III**

Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions

### **UNIT IV**

Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers and functions- Process of lawmaking – Speaker – Parliamentary Committees – Supreme Court of India:Composition, powers and functions

### **UNIT V**

State Government: Role of the Governor - State Legislature – Cabinet- High Courts –

### **Learning Resources**

#### **Text Books:**

1. Austin Granville, *The Indian Constitution: Cornerstone of A Nation*,Oxford University Press,1999
2. Agarwal, R.C. *Constitutional Development and National Movement of India*, S. Chand & Co. 1996
3. Durga Das Basu,*An Introduction to Indian Constitution*,Wadha& Company, 2001
4. Shukla, V.N, *The Constitution of India*, Eastern Book Company,1977
5. Khanna, V.N, *Constitution and Government of India*, S. Chand & Co., 1981

#### **Reference Books:**

1. Bhargava Rajeev, *Politics and Ethics of the Indian Constitution*, Oxford University,2009
2. Durga Das Basu, *Commentary on the Constitution of India*,Wadha& Company,2000



3. Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019
4. Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952

#### Web Sources:

1. <https://legislative.gov.in/constitution-of-india>
2. [https://www.constitutionofindia.net/constitution\\_of\\_india](https://www.constitutionofindia.net/constitution_of_india)
3. <https://www.loc.gov/item/57026883>

#### Course Outcomes:

**CO1:** Understand the historical background of the Indian Constitution.

**CO2:** Compare and contrast basic features of the constitution

**CO3:** Evaluate the nature of Indian federalism and the rationale for emergency provisions.

**CO4:** Describe the powers and functions of the various units of the government.

**CO5:** Explain the structure at the state level

#### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: II ELECTIVE: IV</b>	<b>23PHISE25-2: ENVIRONMENTAL HISTORY OF INDIA</b>	<b>CREDIT: 3 HOURS: 5/W</b>
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### **Learning Objectives:**

- LO1:** Examine the various schools of thought in ecological studies.
- LO2:** Trace the impact of eco systems from a historical perspective.
- LO3:** Evaluate the impact of British ecological imperialism.
- LO4:** Detail India's environmental policy
- LO5:** Examine the role and impact of various movements

### **Unit I**

Introduction To Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhian, Eco-Feminism, Anthropocene.

### **Unit II**

Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals And Hunting.

### **Unit III**

Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways – Hill Stations – Systematic Conservation versus Exploitation Debate.

### **Unit IV**

Independent India's Environmental Policy– Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment–Big Dams And Hydro-Electric Power Projects –Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal – National Green Tribunal.

### **Unit V**

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada BachhaoAndolan – Silent Valley Movement – Jungle BachaoAndolan –

### **Learning Resources**

#### **Text Books:**

1. IrfanHabib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011
2. Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006.
3. MadhavGadgil and RamchandraGuha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992

4. Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period Vol 1*, Permanent Black: Ranikhet, India, 2012
5. *Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.
6. Ramachandra, Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP, 1989
7. Donald Worster .“*Doing Environmental History.*” In *The Ends of the Earth: Perspectives on*

#### Reference Books:

1. Christopher Hill, *South Asia: An Environmental History*, ABC-CLIO, Inc: California, US, 2008
2. Crosby, Alfred. “*Ecological Imperialism: The Overseas Migration of Western Europeans as biological phenomenon.*” In *The Ends of the Earth: Perspectives on Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 103-17. Cambridge: Cambridge University Press, 1988.
3. David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,
4. Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.
5. Guha, Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.
6. Joakim, Radkau, *Nature and Power: Global History of the Environment*, Cambridge University Press, New York, USA, 2008
7. Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

#### Web sources:

1. [https://www.mids.ac.in/assets/doc/WP\\_203.pdf](https://www.mids.ac.in/assets/doc/WP_203.pdf)
2. [https://www.researchgate.net/publication/343547680\\_ENVIRONMENT\\_IN\\_EARLY\\_INDIA\\_A\\_HISTORICAL\\_PERSPECTIVE](https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE)
3. <https://www.jstor.org/stable/41949868>

#### Course Outcomes:

- CO1: understand** the various schools of thought in ecological studies.
- CO2:** Trace the impact of eco systems from a historical perspective.
- CO3:** Evaluate the impact of British ecological imperialism.
- CO4:** Examine the impact of various environmental movements in India
- CO5:** Examine the role of various movements

### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: II SKILL ENHANCEMENT COURSE -1</b>	<b>23PHISS26: INTRODUCTION TO EPIGRAPHY</b>	<b>CREDIT: 2 HOURS: 2/W</b>
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**Learning Objectives:**

- LO1:** Define epigraphy and explain its significance.
- LO2:** Identify the varieties of materials used
- LO3:** Explain the types of inscriptions
- LO4:** Trace the origin of writing in South India
- LO5:** Explain the use of inscriptions as historical sources

**UNIT I**

Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription – Authenticity

**Unit II**

Nature of the material- stone, metal, clay, terracotta, pottery, wood, papyrus, parchment - Types of inscriptions- monumental- archival- Incidental

**UNIT III**

Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script

**UNIT IV**

Origin of Writing in South India – Tamili - Tamil Brahmi – Vattezhuthu – Grantha Script

**Unit V**

Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions- inscriptions of Gupta period- Inscriptions in Tamilnadu - Mangulam – Sittannavasal

**LEARNING RESOURCES****Text Books:**

1. Buhler, George, Indian Paleography, Indian Studies Past and Present; Calcutta; 1959

**Reference Books:**

1. Dani, A.H, Indian Paleography, Munshiram Manoharlal Publishers; 3 edition, 2011
2. Sivaramamurthy, C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum, 1952

**Web Sources:**

1. <https://www.britannica.com/topic/epigraphy>
2. [https://www.researchgate.net/publication/338197502\\_Inscriptions\\_As\\_A\\_Source\\_of\\_History](https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History)
3. <https://asi.nic.in/Ancient India/Ancient India Volume 9/article 9.pdf>

**Course Outcomes:**

- CO1:** Define epigraphy and explain its significance.
- CO2:** Identify the varieties of materials used
- CO3:** explain the types of inscriptions
- CO4:** trace the origin of writing in South India
- CO5:** explain the use of inscriptions as historical source

## OUTCOME MAPPING

### CO Mapping with Programme Outcomes

	Programme Outcomes								Programme Specific Outcomes				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: III CORE – VII PART – A</b>	<b>23PHISC31: COLONIALISM AND NATIONALISM IN INDIA</b>	<b>CREDIT: 5 HOURS: 6/W</b>
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**Learning objectives**

- LO1:** to trace the process of colonization
- LO2:** to explain the rise of nationalism
- LO3:** to highlight the transition to self-rule
- LO4:** to examine the role of masses in the freedom struggle
- LO5:** to detail the process of transfer of power and the attainment of independence

**UNIT I**

Colonialism: European Settlements in India: Portuguese – Dutch – French – English – Anglo-French Conflict – Acquisition of Bengal – Relationship with other Indian states – British imperialism and its impact.

**UNIT II**

Emergence of Nationalism in India: Manifestation of Discontent against British Rule – Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 - Popular Pre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact – Socio-Religious Reform Movements: Ideological Base for the national movement - Predecessors of the Indian National Congress - Factors leading to the origin of Indian National Movement

**UNIT III**

From Representative politics to the idea of Self-rule: Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British – Evaluation of the Early Phase of the National Movement - Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements - Reactions to the Morley-Minto Reforms -Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919

**UNIT IV**

Era of Mass Movements: Early political activities of Gandhi– Rowlatt Satyagraha - Non-Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences - Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Congress and World Affairs - Growth of Communalism.

**Unit V**

Independence and Partition: Resignation of Congress Ministries - Individual Satyagraha – Cripps’ Mission – Quit India Movement - Indian National Army - Last years of Freedom Struggle (1945 – 47) - Simla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.

**LEARNING RESOURCES****Recommended Readings**

1. Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, New Delhi, 2006
2. Chandra, Bipan, et. al., ed., *India’s Struggle for Independence*, Penguin Random House India, New Delhi, 2016

- Grover, B.L. and Alka Mehta, ed., *A New Look at Modern Indian History: From 1707 to the Modern Times*, S. Chand & Co. Ltd., New Delhi, 2018
- Masselos, Jim, *Indian Nationalism: A History*, New Dawn Press, 2005
- Sarkar, Sumit, *Modern India, 1885-1947*, Laxmi Pub., New Delhi, 2008

### References

- Chand, Tara, *History of Freedom Movement in India, Vol. I - IV*, Pub. Div., New Delhi, 2017
- Dutt, R.P., *India Today*, Read Books, 2008
- Hasan, Mushirul, ed., *India's Partition - Process Strategy and Mobilization*, OUP, New Delhi, 1993
- Mehrotra, S.R., *The emergence of the Indian National Congress*, Rupa& Co., 2007
- Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1885-1935*, Indian National Congress Working Committee, 1935
- Sitaramayya, Pattabhi B., *The History of Indian National Congress, 1935-1947*, Padma Pub., 1947

### Web sources

- <https://www.routledge.com/A-History-of-Colonial-India-1757-to-1947/Roy-Alam/p/book/9781032159676>
- <https://www.jstor.org/stable/44140761>
- <https://www.jstor.org/stable/44141769>

### Course Outcomes:

- CO1:** Evaluate the impact of British imperialism.  
**CO2:** Examine the nature of early resistance against British rule in India.  
**CO3:** Compare the relative merits of different methods of anti-British struggle  
**CO4:** Evaluate the Gandhian non-cooperation movement and its influence on the masses.  
**CO5:** Explain the process of partition

### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



<b>SEMESTER: III CORE – VIII PART – A</b>	<b>23PHISC32: INTELLECTUAL HISTORY OF INDIA</b>	<b>CREDIT: 5 HOURS: 6/W</b>
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### Learning Objectives

- LO1:** Appreciate the intellectual contribution of socio-religious reformers.
- LO2:** Evaluate the contributions of economic nationalists.
- LO3:** Understand the role of Aurobindo Ghosh
- LO4:** Examine the Gandhian views on political movements.
- LO5:** Appreciate the various contributions of prominent leaders

### UNIT I

Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – Dayananda Saraswati – Syed Ahmed Khan – Vivekananda – Annie Besant

### UNIT II

Economic thought of Early Nationalists – Dadabhai Naoroji – R.C. Dutt – M.G. Ranade – J.C.Kumarappa

### UNIT III

Bala Gangadhar Tilak – Aurobindo Ghosh – Subramanya Bharati – M.A. Jinnah

### UNIT IV

Social Thinkers: Jyothi Rao Phule-Periyar E.V. Ramasamy- B.R. Ambedkar ,Ayothi Das Pandithar — M.N. Roy

### UNIT V:

Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution

### LEARNING RESOURCES

#### Recommended Books

1. Guha, Ramachandra, *Makers of Modern India*, Harvard University Press, Harvard, 2013.
2. Varma, V.P., *Indian Political Thought, Vol. II*, Laxmi Narayan Agarwal Educational Pub., Agra, 1959
3. Bhagwan, Vishnoo, *Indian Political Thinkers*, Atma Ram Pub., Lucknow, 1999

#### References

1. C.P.Andrews : The Renaissance in India
2. P.K.Gopalakrishnan : Development of Economic Ideas in India.
3. V.Brodovo : Indian Philosophy of Modern Times
4. Hanskohn : History of Nationalism in the East
5. C.Y.Chintamani : Indian Politics Since the Mutiny
6. Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.
7. Beniprasad : The Hindu – Muslim Questions
8. H.C.E.Zacharias : Renascent India
9. G.A.Natesan&Co : Ram Mohan Roy : Hist. Life, Writings and Speeches.

**Web sources**

1. [https://books.google.com/books/about/Makers\\_of\\_Modern\\_India.html?id=.](https://books.google.com/books/about/Makers_of_Modern_India.html?id=)
2. [https://www.researchgate.net/publication/291936187\\_An\\_intellectual\\_history\\_for\\_India](https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India)

**Course Outcomes.**

**CO1:** understand the evolution of intellectual history of India

**CO2:** Evaluate the contributions of economic nationalists.

**CO3:** Appreciate the contribution of radical thinkers

**CO4:** Assess the role of social thinkers

**CO5:** Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: III CORE – IX PART – A</b>	<b>23PHISC33: ECONOMIC HISTORY OF INDIA SINCE 1857 CE</b>	<b>CREDIT: 5 HOURS: 6/W</b>
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**Learning Objectives:**

- LO1:** Examine the agrarian condition and the impact of commercialization of agriculture.
- LO2:** Assess the impact of international linkages on the growth of industries in colonial India.
- LO3:** Explain the trade and monetary policy of colonial India.
- LO4:** Examine the development of various transport infrastructure and the growth of cities
- LO5:** 5- Critique the ideas of the economic nationalists

**UNIT I:**

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

**UNIT II:**

Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class

**UNIT III:**

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

**UNIT IV:**

Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports - Development and Growth of Cities: Kolkata – New Delhi - Chennai

**UNIT V:**

Nationalist Critique: Dadabhai Naoroji – Amartya Sen- Raja Chelliah– C. Rangarajan

**LEARNING RESOURCES****Recommended Books**

1. Desai, S.S.M., et. al., *Economic History of India*, Himalaya Pub. House, 2010
2. Dutt, R.C., *The Economic History of India*, Vols. I & II, Publications Division, New Delhi, 2006
3. Dutt, R.P., *India Today*, Read Books, 2008
4. Roy, Tirthankar, *The Economic History of India, 1857-1947*, OUP India, New Delhi, 2010
5. Singh, V.B., *Economic History of India, 1857-1956*, Allied Pub. Pvt. Ltd., New Delhi, 1965

**Reference:**

1. Rothermund, Dietmar, *An Economic History of India: From Pre-Colonial Times to 1991*, Routledge, 1993.
2. Kumar, Dharma, ed., *The Cambridge Economic History of India, c. 1757-2003, Vol. II*, Cambridge University Press, Cambridge, 2008

**Web sources**

1. <http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY%20OF%20INDIA.pdf>
2. <https://indianculture.gov.in/ebooks/economic-history-india-1600-1800>

**Course Outcomes:**

- CO1:** Examine the agrarian condition of Colonial India and the impact of commercialization
- CO2:** Assess the impact of international linkages on the growth of industries in colonial India.
- CO3:** Explain the trade and monetary policy of colonial India.
- CO4:** Examine the development of various transport systems.
- CO5:** Critique the ideas of the economic nationalists

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6
	<b>S-Strong (3)</b>			<b>M-Medium (2)</b>				<b>L-Low (1)</b>					

<b>SEMESTER: III</b> <b>CORE –X</b> <b>PART – A</b>	<b>23PHISC34: CONTEMPORARY INDIA</b>	<b>CREDIT: 4</b> <b>HOURS: 6/W</b>
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**Learning Objectives:**

- LO1:** Evaluate the contribution of different governments.  
**LO2:** Assess the impact of government's policy on scientific advancements in India.  
**LO3:** Describe the India's economic development and foreign policy.  
**LO4:** Explain the uniqueness of Indian society and culture.  
**LO5:** Examine the culture and Arts in Independent India

**UNIT I**

Demographic profile – characteristics of Indian Population – Population growth – Religion – Language – Occupation – National Policy on Population.  
 The Political Development – Reorganisation of States on Linguistic bases – Channels of integration – Political parties – From Sastri to Indira Gandhi – Rajiv years – changes during Bharathiya Janata Party –

**UNIT II**

Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes.  
 Transport and Communications – Railways – Roads – Shipping – Civil Aviation – Postal, Telegraph – Telecommunication –Landline – Internet, Communication satellites – Mobile Communication.

**UNIT III**

The Economic Development – Planning Commission – National Development Council – State Plans – Five Year Plans – Liberalization and Privatization and their Impact.  
 The Foreign Policy- Objectives of Foreign Policy, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia

**UNIT IV**

Indian Society: Rural and Urban context — Constitutional Framework for Safeguarding the Social Interest Education – Indian Education Commission – University Grants Commission – Kothari Commission –Progress of Women Education- Growth of Science Education.

**UNIT V**

Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema- Folk Arts

**LEARNING RESOURCES****Recommended Books**

- S.C. Dube (Ed) : India since Independence (1947-1977)  
 S. Gopal : Jawaharlal Nerhu: Foreign policy of India 1960's, Vol. III.  
 M.J. Akbar : The Siege within: Problems of Modern India  
 A. Appadurai : Foreign policy (Consumer Library)  
 V.D. Mahajan : History of Modern India up to 1980's

## References

- B. Kuppuswamy : Social Change in India  
R.N. Sharma : Social problems in India  
Ronald Segal : The Crisis of India  
Bipan Chandra, et. al. : India After independence, 1947- 2000

## Web Sources

1. <https://www.ddutkal.ac.in>  
2. [https:// www.jstor.org/contemporaryindia](https://www.jstor.org/contemporaryindia)

## Course Outcomes:

- CO1:**Evaluate the contribution of different governments.  
**CO2:**Assess the impact of government's policy on scientific advancements in India.  
**CO3:**Describe the India's economic development and foreign policy.  
**CO4:**Explain the uniqueness of Indian society and culture.  
**CO5:**Examine the culture and Arts in Independent India

## CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)                      M-Medium (2)                      L-Low (1)**

<b>SEMESTER: III ELECTIVE: V PART – A</b>	<b>23PHISE35-1: PRINCIPLES AND TECHNIQUES OF ARCHAEOLOGY</b>	<b>CREDIT: 3 HOURS: 3/W</b>
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**Learning Objectives:**

- LO1:** Explain the meaning of archaeology and the importance of its relations with allied disciplines.
- LO2:** Describe the development of archaeology in India and the West.
- LO3:** Describe the methods and techniques of excavation.
- LO4:** List the Archaeological study centres
- LO5:** Classify the excavated materials and explain the methods of interpretation

**UNIT I**

Definition, Nature, Aim and Scope of Archaeology - Archaeology as a Source of Cultural Studies- Different Kinds of Archaeology - Marine Archaeology, Aerial Archaeology, New Archaeology etc., Archaeology – Its Relation with other Sciences.

**UNIT II**

Beginnings in Archaeology from Antiquarianism to Archaeology - Process of Archaeology in the West - Growth of Archaeology in India-Development of Archaeological Survey of India,

**UNIT III**

Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; Excavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method , Stratigraphy : Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating.

**UNIT IV**

Archaeological Studies in Universities and State Department of Archaeology and other Institutions: University of Madras, Deccan College Pune, Tamil University Tanjore.- Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D.Sankalia.

**UNIT V**

Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.

**LEARNING RESOURCES****Recommended Books**

- Raman, K.V. : Principles and Methods of Archaeology  
Rajan.K : Archaeology: Principles and Methods

**References**

- Atkinson.R.J.C : Field Archaeology, 2nd edn  
Barker Philip : Understanding Archaeological Excavation  
Fleming.S. : Dating in Archaeology  
Renfrew, C and Bhan : “Archaeology”

Robert.f.Heizer(ed.), : The Archaeologist at Work: A source Book in Archaeological Method and Interpretation  
 Roy.Sourindranath :The Story of Indian Archaeology  
 Renfrew, C &Paul Bahn : Archaeology: Theories, Methods and Practicals

**Web Sources**

1. <https://www.britannica.com/science/archaeology>
2. <https://asi.nic.in>

**Course Outcomes:**

- CO1:** understand the meaning of archaeology and the importance of its relations with allied disciplines.  
**CO2:** Describe the evolution of archaeology  
**CO3:** Describe the methods and techniques of excavation.  
**CO4:** List the Archaeological study centers  
**CO5:** ability to interpret the artifacts

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



<b>SEMESTER: III</b> <b>ELECTIVE: V</b> <b>PART – A</b>	<b>23PHISE35-2: STUDIES IN HUMAN RIGHTS</b>	<b>CREDIT: 3</b> <b>HOURS: 3/W</b>
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### Learning Objectives:

- LO1:** Explain the definition and characteristics of human rights
- LO2:** Examine the challenges to human rights protection
- LO3:** Outline the constitutional safeguards for human rights
- LO4:** Describe the contemporary challenges
- LO5:** Evaluate the contribution of human rights organizations

### UNIT I

Introduction to Human Rights: Definition and Characteristics – Nature – Theories – Classification and Scope of Human Rights – Historical Development of Human Rights: Ancient, Medieval and Modern periods.

### UNIT II

The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights – The International Covenants on Economic, Social and Cultural Rights – Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration

### UNIT III

India and Human Rights: Indian Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies

### UNIT IV

Contemporary Challenges in Human rights – Violation of the Rights of Women and Children Juvenile Delinquency – Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners – Bonded Labour – Capital Punishment – Custodial Torture.

### UNIT V

Organization for Human Rights: International, National, State Level Organizations – Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross – Asia Watch– International Commission of Jurist – Human Rights Watch – People’s Union for Civil Liberties

## LEARNING RESOURCES

### Recommended Books

1. Ishay, Micheline R., *The History of Human Rights: From Ancient Times to the Globalization Era*, University of California Press, Berkeley, 2008.
2. Megret, Frederic & Philip Alston, *The United Nations and Human Rights: A Critical Appraisal*, OUP, Oxford, 2020
3. Nirmal, C.J., *Human Rights in India: Historical, Social and Political Perspectives*, OUP, New Delhi, 2008
4. O’ Bryne, Darren J., *Human Rights: An Introduction*, Routledge, London, 2013
5. Subbian, A, *Human Rights Complaints Systems: International and Regional*, Saujanya Books, New Delhi, 2013

## References

1. Cushman, Thomas, ed., *Handbook of Human Rights*, Routledge, New York, 2012
2. Forsythe, David P., et. Al., *The International Committee of the Red Cross: A Neutral Humanitarian Actor*, Routledge, New York, 2007
3. Human Rights Watch, *World Report*, Human Rights Watch, New York (Relevant Years)
4. Landman, Todd, *Protecting Human Rights: A Comparative Study*, Georgetown University Press, Washington, D.C., 2005
5. Power, Jonathan, *Amnesty International: The Human Rights Story*, Pergamon Press, Oxford, 1981.

## Web Sources

1. <https://nhrc.nic.in>
2. <https://www.un.org/en/global-issues/human-rights>

## Course Outcomes:

- CO1:** understand the concepts and evolution of human rights  
**CO2:** appreciate the role of UN in promoting human rights  
**CO3:** understand the status of human rights in India  
**CO4:** analyse the challenges to human rights  
**CO5:** assess the role of non-governmental organizations

### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6
	<b>S-Strong (3)</b>			<b>M-Medium (2)</b>			<b>L-Low (1)</b>						

<b>SEMESTER: III</b> <b>SEC: II</b> <b>PART – B (i)</b>	<b>23PHISS36: COMMUNICATION STRATEGIES  FOR LEADERSHIP SUCCESS</b>	<b>CREDIT: 2</b> <b>HOURS: 3/W</b>
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### **Learning Objectives (Los)**

- LO1: To explain the basic definitions of communication and communication skills
- LO2: To list the types of communication skills
- LO3: To detail the methods to improve communication
- LO4: To explain the requirements of effective communication in the workplace
- LO5: To detail the types of corporate skills

### **UNIT -I**

Definition of communication-methods of communication-Definition of communication skills

### **UNIT-II**

Communication Skill -Listening –conciseness- body language- confidence- Open mindedness- Use of Correct Medium-Volume and Clarity- Non verbal cues- Responsiveness

### **UNIT- III**

Improvement of Communication Skills-Readiness to seek and receive Constructive Criticism-Practice- Attendance of classes and workshop – effective usage of opportunities

### **UNIT-IV**

Effective Communication in workplace- Clarity and concise- practice of empathy- Assertion- calm and consistence-

### **UNIT-V**

Corporate communication- Importance – Types of skills- Writing skills- presentation and public speaking skills- communication with data- Research and critical thinking- Technical skills - usage of chat bots, block chain, virtual reality .

### **Learning Resources**

#### **Recommended Books**

Kerry Patterson, Crucial Conversations: Tools for Talking When Stakes Are High Audio CD – Audiobook,  
Andrew Sobal and Jerold Panas, 10 skills for effective Business communication

#### **References**

Paul A. Argenti, Corporate communication  
Paul A. Argenti, The power of Corporate Communication: crafting the voice and image of Business

#### **Web sources**

<https://www.rock.so/blog/communication-strategies>  
<https://www.revechat.com/blog/effective-customer-service-communication/>  
<https://www.opencolleges.edu.au/informed/features/10-tips-effective-communication-online-offline/>

**Course Outcomes (COs)**

CO1: To explain the basic definitions of communication and communication skills

CO2: To list out the types of communication skills

**CO3:** To detail the methods to improve communication

CO4: To highlight the requirements of effective communication in the workplace

CO5: To understand the types of corporate skills

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: III INTERNSHIP PART – B (ii)</b>	<b>23PHISI37: SUMMER INTERNSHIP</b>	<b>CREDIT: 2</b>
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**Learning Objectives:**

- LO1:** To familiarize the archaeological department, museums, French institute of indology, achieves and tourism training centre.
- LO2:** To provide students an insight into the organizational structure of an institution/industry
- LO3:** To build a record of work experience
- LO4:** To Learn to appreciate work and its function in the institution
- LO5:** To gain practical knowledge on institution.

**Course Outcomes:**

After the successful completion of the course, the students will be able to:

- CO1:** Rate theoretical concept with practice
- CO2:** Understand the organizational structure of an institution
- CO3:** Comprehend the institutional practices like preservation and conservation,
- CO4:** Gain practical knowledge about institutional operations
- CO5:** Synthesize the theoretical knowledge with practical knowledge

**CONDITIONS TO BE FULFILLED BY STUDENTS CUM TRAINEES** (Also refer to the regulations)

1. Student – Trainees have to collect necessary Information about the Institution from the Annual Reports and Periodical Publications for preparing the Training Report.
2. The students must prepare the Training / Internship Report for about 40 pages and Submission of the same at least one month before the last working day of the III Semester **through the Guide Teachers** as per the FORMAT.
3. The Period of Institutional Training / Internship will be at least two weeks in the Institution and after completion of the training, the students have to obtain a **Trainee Certificate from the Head of the Institution** with Seal, which should be attached to the Report.
4. A Maximum of Five Students can join the same institution for Training / Internship at a time.
- 5 Evaluation of the Training / Internship Reports will be done (for 75 marks) as usual during the end Semester Exams; however the academic quality of the reports will be based on the certificate issued by the Guide teachers who will award internal marks (25) based on the regularity and performance in report writing by the student-trainees.

### Outcome Mapping

	Programme Outcomes												Programme Specific Outcomes					
CO	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	
CO1	3	2	1	3	3	2	2	2	2	2	2	2	2	2	1	2	3	1
CO2	2	2	2	2	2	2	2	2	2		2	2	2	1		3	1	
CO3	2	2	2	2	2	2	2	2	2	2	2	2	2	2		3	2	
CO4	3	2	1	2	2	2	3		2	2	2	2	2	2	2	2	2	
CO5	3	2	3	3	3	3		2	1	2	2	2	1	2	2	2	2	

\*3- Strong, 2- Medium, 1- Low

**(Refer to the Regulations for additional information)**

<b>SEMESTER: IV</b> <b>CORE: XI</b> <b>PART – A</b>	<b>23PHISC41: PEASANT AND LABOUR</b> <b>MOVEMENTS IN INDIA</b>	<b>CREDIT: 5</b> <b>HOURS: 6/W</b>
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### Learning Objectives:

- LO1:** Explain the impact of the agrarian change brought about by colonial government.
- LO2:** Examine the nature of peasant struggles in India.
- LO3:** Describe the rise of industries and the emergence of working class in India.
- LO4:** Evaluate the contribution of trade unions towards the amelioration of the working class.
- LO5:** Assess the significance of labour laws and various recommendations

### UNIT I

Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour - Bonded labour - Plantation labour

### UNIT II

Peasant Uprising and Movements: Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt - Phulaguri Dawa - Pabna Agrarian League - Maratha Uprising - Champaran Satyagraha - Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.

### UNIT III

Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class

### UNIT IV

Trade Unionism & Labour Movement: Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism - Problems of organizing Union in India - Unorganized Sector

### UNIT V

Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout - Labour Strikes ILO's Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malviya Commission on Labour Welfare - National Commission on Labour - Modern Challenges.

### LEARNING RESOURCES

#### Recommended Books

1. Chandra, Bipan., Colonialism and Nationalism in India, New Delhi, 1979.
2. Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.
3. Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.
4. Dhanagare, D.N., Peasant Movements in India, Oxford University Press, Delhi, 1983.
5. Guha, Ranajit., Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983. Chakrabarty, Dipesh., Rethinking Working Class History, Princeton University Press, 2002.
6. Mathur, A.S. and Mathur, S.J., Trade Union Movement in India, Allahabad.

## References

1. Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". *Social Scientist* 117. (February, 1983): 43–54.
2. Bahl, Vinay, *The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946*, New Delhi, Sage Publications, 1995.
3. Basu, Deepika., *The Working Class in Bengal: Formative Years*, Calcutta, 1993.
4. Bose, Sugata. *Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947*. Cambridge University Press, Cambridge, 1986.
5. Chandavarkar, Rajnarayana., *The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940*, Delhi, 1989.
6. Chattergi, Rakhahari., *Working Class and the Nationalist Movement in India: The Critical Years*, New Delhi, 1984
7. Hardiman, David., *Peasant Resistance in India 1858 - 1914*, Oxford University Press, 1992.
8. Stein, Burton., *Making of Agrarian Policy in British India 1770 -1900*, Oxford University Press, 1992

## Web Source

1. <https://www.historydiscussion.net>
2. <https://www.jstor.org/peasantmovementinindia>
3. <https://www.jstor.org/stable/27768140>

## Course Outcomes

- CO1:** understand the impact of the agrarian changes brought about by colonial government.
- CO2:** trace the nature of peasant struggles in India.
- CO3:** Detail the rise of industries and the emergence of working class in India.
- CO4:** Evaluate the contribution of trade unions towards the amelioration of the working class.
- CO5:** Assess the significance of labour laws and various recommendations

## CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**



<b>SEMESTER: IV</b> <b>CORE: XII</b> <b>PART – A</b>	<b>23PHISC42: INTERNATIONAL RELATIONS</b> <b>SINCE 1945 CE</b>	<b>CREDIT: 5</b> <b>HOURS: 6/W</b>
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### Learning objectives

- LO1:** Explain the various theories and concepts of International Relations.
- LO2:** Evaluate the impact of cold war.
- LO3:** Assess the achievements of UNO and other regional organizations.
- LO4:** Examine the role of international economic organisations
- LO5:** Examine the key international issues with special reference to India's concerns

### UNIT I

Theories of International Relations: Idealist Theory – Realist Theory – World Systems Theory – Neorealist Theory – Neoliberal Theory; State System: Origin – Nature – Sovereignty – Nationalism – Balance of Power: Meaning – Characteristics – Types – Techniques – Collective Security: Meaning – Nature – Diplomacy: Meaning – New Diplomacy – Types of Diplomacy – National Security: Definition – Internal Threats – External Threats

### UNIT II

Cold War: Origin – Phases of Cold War – End of Cold War – NAM: Origin – Membership and Conferences – Objectives – Achievements – India's Role; Middle East: Arab Israeli Conflict – Oil Crisis

### UNIT III

United Nations Organization and its Specialized Agencies (UNESCO – UNICEF – WHO) – European Union – Organization of African Unity – ASEAN – SAARC

### UNIT IV

Brettonwoods Institutions: World Bank and IMF – UNCTAD – North – South Dialogue – NIEO – GATT – WTO

### UNIT V

Nuclear Politics: IAEA – NPT – CTBT – Concepts – India's Nuclear Policy; International Terrorism: Origin – Types – 9/11 – US War on Terrorism – Indian Perspective; Indian Ocean: Cold War Politics – Contending Interests – India's Concerns; Environmental Concerns: Rio – Kyoto – Green Peace

### LEARNING RESOURCES

#### Recommended Books

1. Palmer and Perkins ., International Relations: World Community in Transition
2. Hans J. Morgenthau., Politics among Nations
3. Peter Calvocoressi., World Politics since 1945
4. AsitSen ., International Politics
5. Prakash Chandra., International Relations: Foreign Policy of Major Powers an Regional Systems

## References

1. Joseph Frankel : International Relations in a Changing World
2. Michael Dockrill : The Cold War: 1945-196
3. K.P. Misra&
4. K.R. Narayanan, ed. : Non-Alignment in Contemporary International Relations
5. Rasul B. Rais : The Indian Ocean and the Superpowers
6. K.R. Singh : The Indian Ocean: Big Power Presence and Local Response

## Web Source

1. <https://www.britannica.com/topic/international-relations>
2. <https://www.futurelearn.com/experttracks/global-studies-international-relations>

## Course Outcomes:

- CO1:** Explain the various theories and concepts of International Relations.  
**CO2:** Evaluate the impact of cold war.  
**CO3:** Assess the achievements of UNO and other regional organizations.  
**CO4:** Examine the role of international economic organisations  
**CO5:** Examine the key international issues with special reference to India's concerns

### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: IV PROJECT VIVA PART – A</b>	<b>23PHISD43: PROJECT WITH VIVA-VOCE</b>	<b>CREDIT: 7 HOURS: 10/W</b>
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Project at P.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source-based study. It also facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

Each student has to do a project in the range of 9,000 – 10,000 words including references and excluding Bibliography.

Each student should work under a faculty allotted by the Department. After completion of the project there will be a Viva Voce Examination.

**(Refer to the Regulations for additional information)**

<b>SEMESTER: IV ELECTIVE: VI PART – A</b>	<b>23PHISE44-1: WOMEN IN INDIA THROUGH THE AGES</b>	<b>CREDIT: 3 HOURS: 4/W</b>
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### **Learning Objectives:**

- LO1: Explain the various perspectives on women's issues
- LO2: Appreciate the contribution of social reformers to women's cause
- LO3: Outline the constitutional safeguards for women
- LO4: Examine the position of women in society
- LO5: Examine the women welfare organisations and its schemes

### **UNIT I**

**Perspectives on Women's Issues:** Liberal – Radical – Socialist – Marxist – **Historical Aspects:** Women in Ancient India – Women in Medieval India – Women in Modern India – Role of women in India's Freedom Struggle.

### **UNIT II**

**Social Reform Movements and their impact:** Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, JyotibaPhule and SavitribaiPhule, Pandita Rama Bai, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – Moovalur Ramamirtham Ammaiyar

### **UNIT III**

**Constitution, Laws and the changing status of women:** Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance, - Constitutional and Legal Safeguards for Women – Fundamental Rights, Directive Principles and Fundamental Duties –Laws related to Inheritance – Dowry Related Laws –

### **UNIT IV**

**Women's Welfare Organizations and Schemes:** Women's Indian Association – National Commission for Women and State Commission for Women – Women Development Corporation – women welfare Schemes of the Government of India

### **UNIT V**

**Women and Economy:** Women and Economic Growth – Women in Unorganised Sector – Impact of Globalisation on Women's Employment – Women Entrepreneurs – Poverty and Developmental Issues: Self Help Groups –  
**Women and Media:** Women in Print- Visual and Social Media

### **LEARNING RESOURCES**

#### **Recommended Books**

1. Anil Kumar Jha, "Gender Inequality and Women Empowerment", Axis Books, New Delhi, 2012.
2. NandalSantosh , "Women and Development", A Mittal Publications, New Delhi, 2012
3. Rani Sandhya, "Development of Women – Issues and Challenges", Discover Publishing House Pvt Ltd, New Delhi, 2012.

### References

1. Elson Diane, et al. "Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development", UN Women, 2019
2. Jenny Edwards, Andrea Cornwall, et al., "Feminisms, Empowerment and Development: Changing Women's Lives", Kindle Edition, 2014.
3. Priyanka Sharma Gurnani, "Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India" Educreation Publishing House, New Delhi, 2016.
4. Rao, Pulla, "Political Empowerment of Women in India – Challenges and Strategies", ABD Publishers, New Delhi, 2012.

### Web sources

1. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/>
2. <https://www.sociologydiscussion.com>

### Course Outcomes:

- CO1: Explain the various perspectives on women's issues  
 CO2: Appreciate the contribution of social reformers to women's cause  
 CO3: Outline the constitutional safeguards for women  
 CO4: Examine the position of women in society  
 CO5: Examine the women welfare Organisations and schemes

### CO Mapping with Programme Outcomes and Programme Specific Outcomes

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6
	<b>S-Strong (3)</b>			<b>M-Medium (2)</b>				<b>L-Low (1)</b>					

<b>SEMESTER: IV ELECTIVE: VI PART – A</b>	<b>23PHISE44-2: SCIENCE AND TECHNOLOGY IN INDIA SINCE 1947 CE</b>	<b>CREDIT: 3 HOURS: 4/W</b>
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### **Learning Objectives:**

- LO1: Describe the evolution of India's Science & Technology Policy
- LO2: Evaluate the contribution of Green Revolution, White Revolution and Blue Revolution
- LO3: Examine the advancements in the field of atomic and space research
- LO4: Outline India's progress in the frontier areas of scientific research
- LO5: Examine the social and economic impact of scientific advancements.

### **UNIT I**

Establishment of Science and Technology Ministry – Establishment of Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs – Evolution of Government of India's Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013.

### **UNIT II**

Development of Agricultural Science – Green Revolution – M.S. Swaminathan – White Revolution – VergheseKurien – Blue Revolution

### **UNIT III**

Atomic Energy and Nuclear Power Generation Programme – HomiBhabha – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India Space Research: ISRO – Development of INSAT system – Remote Sensing Applications– PSLV – Chandrayaan – Mangalyaan – Space Applications – DRDO – India's Missile Programmes – A.P.J. Abdul Kalam – India's Ballistic Missile Defence System

### **UNIT IV**

Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council.

### **UNIT V**

IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology, and Innovation eco-systems – Social and Economic Impact of Scientific advancements.

## LEARNING RESOURCES

### Recommended Books

1. Abraham, Itty 1998. *The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial State*. Hyderabad. Orient Longman Limited.
2. Alam, Ghayur 1993. *Research and Development in Indian Industry: A study of the Determinants of its Size and Scope* (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.
3. Joshi, Padmanabh 1992. *Vikram Sarabhai: The Man and the Vision*. Ahmedabad: Mapin Publishing Pvt. Ltd.
4. Nayar, Baldev Raj 1983. *India's Quest for Technological Independence: 2 Vols*. New Delhi: Lancer Publications.
5. Parthasarath, Ashok & Singh, Baldev 1992. "Science in India: The first Ten Years". *Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29*.
6. Parthasarathi, Ashok 1987. "Acquisition and Development of Technology the Indian Experience". *Economic and Political Weekly, Vol. XXII, No.48, November 28*.
7. Raj, Gopal 2000. *Reach for the STARS: The Evolution of India's Rocket Programme*. New Delhi, Viking, Penguin Books India (P) Ltd.
8. *India Year Book, Publications Division, Government of India*

### References

1. Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". *Nature* 221(5184), March 8, pp. 909-911.
2. Parthasarathi, Ashok 1972. *Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST), Government of India Special Assistant for S & T to Prime Minister, New Delhi, March*.
3. Phalkey, Jahnavi 2013. *Atomic State: Big Science in Twentieth-Century India*. Ranikhet: Permanent Black
4. Prakash, Gyan 1999. *Another Reason: Science and the Imagination of Modern India*. New Delhi: Oxford University Press.
5. Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi
6. Sundram, C.V. et al (ed.). *Atomic Energy in India: 50 Years*. New Delhi: Dept. of Atomic Energy
7. Tyabji, Nasir 2000. *Industrialization and Innovation: The Indian Experience*. New Delhi: Sage Publications.
8. Udganokar, B.M. 1985. *Science, Technology and Economic Development*. Bombay Indian Merchants' Chamber, Economic Research & Training Foundation.

### Web source

1. <https://dst.gov.in/>
2. <https://www.india.gov.in/topics/science-technology>

**Course Outcomes:**

- CO1: Describe the evolution of India's Science & Technology Policy  
 CO2: Evaluate the contribution of Green, White, and Blue Revolutions  
 CO3: Understand the advancements in the field of atomic and space research  
 CO4: Outline India's progress in the frontier areas of scientific research  
 CO5: Examine the social and economic impact of scientific advancements.

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)****M-Medium (2)****L-Low (1)**



<b>SEMESTER: IV</b> <b>SEC: III</b> <b>PART – B(i)</b>	<b>Skill Enhancement Course/Professional Competency Skill</b> <b>23PHISP45: COMPETITIVE EXAMINATION METHODS</b>	<b>CREDIT: 2</b> <b>HOURS: 4/W</b>
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### **Learning Objectives.**

- LO1: To Impart overall idea about Competitive Examinations
- LO2: To create awareness about various Central Level Competitive Examinations
- LO3: To educate the students about various State Government Services & Examinations
- LO4: To make students alert about the opportunities in Teaching positions both Central/State and School / Higher Education.
- LO5: To motivate the students through preparation tips & suggestions.

### **UNIT – I Introduction to Competitive Examinations**

Competitive Examinations India an Introduction: Civil Services - Preliminary and Main Examination - Government Employment in other services - Examinations Patterns and stages - Written Test - Oral Test - Negative marks - Reservation policies of State/Central government in selection process: Horizontal Reservations - Vertical Reservations.

### **UNIT – II Central Level Competitive Examinations**

Central Services: Union Public Services Commission (UPSC) - Pattern and Stages - Staff Selection Commission CGL/CHSL - Stages of Selection - Railway Recruitment Board (RRB) : NTPC-ALP - Stages of selection - Defense Examinations - LIC/GIC Examinations: AAO/Assistants - Stages of Selection - Institute of Banking personnel Selection Examinations (IBPS) - P.O/clerical - Stages of Selection.

### **UNIT – III State Level Competitive Examinations**

TNPSC: Tamil Nadu Public Services Examinations - One Time online Registration - Combined Civil Services Examination, Group 1, Combined Civil Service Examinations & Group II - Stages of Selection - Madras High Court Service Examination: Typist/Assistants/Xerox Machine Operator \ /Reader - District Educational Officers Examinations - Group IV & V.A.O Examinations - Other Technical Examinations.

### **UNIT - IV Recruitment of Educational Teaching Services**

UGC:JRF / NET Examinations - Central Teachers Eligibility Test (CTET) - UGC SET - Teachers Recruitment Board: TNTET - PGTRB - TNTET - Qualification and stages of Recruitment.

### **UNIT – V Competitive Examination preparation Tips**

Reading Newspapers on daily basis, Magazines, Reference Books for Subjects - Subjects of Study: General Science (Physics, Chemistry, Biology) - History, Economics, Geography, Indian Polity - Maths, Reasoning and General Awareness/General English - Perusing Previous Years Question Papers - Homework - Attending Oral Interviews: Mock Interview - Tackling FAQ's during interviews - Review of Interview

**Books for Study:**

1. Das, S.K., (2013). *The Civil Services in India*, Chennai, Oxford India Short Introductions, Sri Padmavathi Publications
2. Aarif Qadir, (2014), *How to Crack UPSC Civil Services Examination: An Ultimate Strategy Book to Crack Civil Service Examination*, Amazon Digital Services LLC
3. Dr. Md. Uamangani Ansari, Md., (2016), *Mission IAS Prelim Main Exam, Trends, How to prepare Strategies, Tips & Detailed Syllabus*, New Delhi, Disha Publishers
4. D.R. Khullar & JACS Rao, (2015), *Environment for Civil Services Prelims and Mains and Other Competitive Examinations*, Agra, UP, Manav Books, Distributors.
5. *Manorama Year Book*, Kottayam, Kerala, Malayala Manorama Publications.

**Books for Reference:**

1. Dr. Divya S Iyer, Path Finder: Civil Services Main Examination, DC Books Pvt Ltd., New Delhi.
2. Edgar Thorpe, The pearson CSAT Manual 2013: Civil Services Aptitude Test for the UPSC Civil Services Preliminary Examination, New Delhi.
3. S.A. Majid, Special Current Affairs for Civil Services Examinations, Kalinjar Publications, New Delhi.
4. Sanjiv Verma, The Indian Economy: for UPSC 7 State Civil Services Preliminary & Main Examinations, Unique Publications, New Delhi.
5. Veerasekaran, TNPSC Group II, Kikzhakku Publishers, Chennai.

**Weblinks of Sources:**

1. <https://en.m.wikipedia.org>
2. <https://www.toppr.com>
3. <https://byjus.com>
4. <https://cdn1.byjus.com>
5. <https://www.eduncle.com>
6. <https://www.topsmote.com>
7. <https://www.insightsonindia.com>
7. <https://www.drishtitas.com>
8. <https://prepp.in>

**Course Outcomes (COs):**

On successful completion of the course, students will be able to

- CO1: Understand the value of Preliminary and Main examinations.
- CO2: Acquire knowledge about various procedures in UPSC examinations.
- CO3: Know about the methods involved in TNPSC examinations
- CO4: Get an idea about qualifying examinations in academic world.
- CO5: Realize the nature and importance of study materials available for preparing Competitive examinations,

**CO Mapping with Programme Outcomes and Programme Specific Outcomes**

	PROGRAMME OUTCOME								PROGRAMME SPECIFIC OUTCOME				
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
<b>CO 1</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>CO 2</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 3</b>	3	3	2	2	3	3	2	3	3	3	3	3	3
<b>CO 4</b>	3	3	2	2	3	2	2	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	2	3	3	2	3	3	3	2	3	2
<b>Total</b>	15	15	10	10	15	14	10	15	15	15	13	15	13
<b>Average</b>	3	3	2	2	3	2.8	2	3	3	3	2.6	3	2.6

**S-Strong (3)**

**M-Medium (2)**

**L-Low (1)**

<b>SEMESTER: IV PART – C</b>	<b>23PHISX46: EXTENSION ACTIVITY</b>	<b>CREDIT: 1 HOURS: ---</b>
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**Learning Objectives:**

- LO1:** To provide inclusive excellence in the institution
- LO2:** To build integrity among the students
- LO3:** To build a record of work experience
- LO4:** To understand the value of helping mentality
- LO5:** To gain practical knowledge on public services

It is mandatory for a student to participate in any one of the following Extension Activities in the fourth semester. Extension is the aspect of education which emphasizes community services. These are often integrated with curricula as extended opportunities, indented to help reflect and learn. The curriculum – extension interface has an educational value, especially in rural India. **(18 times visit is required. Students should submit a project report in not exceeding 10 pages for their experience in the below mentioned categories. Viva-Voce Examination will be conducted based on the report. Evaluation will be done for 75 marks as usual during the end of the semester exams.; however the academic quality of the reports will be based on the certificate issued by the Guide teachers who will award internal marks (25) based on the regularity and performance in report writing by the student-trainees)**

**Activities involved in:**

- Health Education
- People’s Planning Forum
- Debate club
- Environmental Activities
- Human Rights Forum
- Community Health Activity
- Performing Arts Club
- Media Club
- Community Based Activities
- Sports Club
- Electoral Club
- Eco Club
- Planning Forum
- Literary Club
- Women’s Study Unit
- Anti-Ragging Cell
- State Library Council
- Awareness Programme

**Course Outcomes:**

After the successful completion of the course, the students will be able to:

- CO1:** Describe various awareness programmes in the society
- CO2:** Exhibit their involvement for the benefit of the society
- CO3:** Find out their role to remodel the basic structure of charity
- CO4:** Explain their challenges to posterity
- CO5:** Promote social justice among the students community

**Outcome Mapping**

CO	Programme Outcomes												Programme Specific Outcomes					
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	
CO1	3	2	1	3	3	2	2	2	2	2	2	2	2	2	1	2	3	1
CO2	2	2	2	2	2	2	2	2	2		2	2	2	1		3	1	
CO3	2	2	2	2	2	2	2	2	2	2	2	2	2	2		3	2	
CO4	3	2	1	2	2	2	3		2	2	2	2	2	2	2	2	2	
CO5	3	2	3	3	3	3		2	1	2	2	2	1	2	2	2	2	

\*3- Strong, 2- Medium, 1- Low

**(Refer to the Regulations for additional information)**