

**RULES AND REGULATIONS**  
**PG and Research Department of History**  
**Revised SYLLABUS of 2021- 2022**

**POST GRADUATE AND RESEARCH DEPARTMENT OF HISTORY**  
**REVISED SYLLABUS OF 2021-2022**  
**M.A HISTORY**

**PREAMBLE:**

**To enable the students to**

- Learn and appreciate the values in History
- understand and acknowledge the various civilizations, cultures and nationalistic movements of the world

Post Graduate and Research Department of History, Tourism and Travel Management is revising its syllabi for **M.A HISTORY** with effect from the academic year 2021 – 2022, including CBCS, OBE pattern. Every academic year is divided into two semester sessions. Each semester will have a minimum of 90 working days and each day will have 5 working hours. Teaching is organized into a modular pattern of credit courses. Credit is normally related to the number of hours a teacher teaches a particular subject. It is also related to the number of hours a student spends learning a subject or carrying out an activity.

**OBJECTIVES OF THE COURSE:**

The content of the M.A.HISTORY Syllabi which includes the Indian History, Social and Cultural History of Tamil Nadu, South and South East Asian History, African Nationalism, World History, Gender Studies and Human Rights enables the student to understand and appreciate the history of all nations of the world, to prepare for competitive examinations, to appear for the most coveted Indian Civil Service Examination, to become eligible for teaching profession and for research in History.

**REGULATIONS:**

**1. ELIGIBILITY FOR ADMISSION:**

Candidates for admission to the first year of the Degree of M.A. History course shall be required to have passed the B.A. History Examinations conducted by the University of Madras or an Examination accepted as equivalent thereto by the Syndicate of the University of Madras.

**2. ELIGIBILITY FOR THE AWARD OF DEGREE:**

A candidate shall be eligible for the award of the Degree only if she has undergone the prescribed course of study for a period of not less than two academic years, passed the examinations of all the four Semesters prescribed.

**3. COURSE OF STUDY:**

The main subjects of study for the Masters Degree shall consist of the following:

A. Core papers (inclusive of project)	-15	- totaling	60 credits
B. Elective papers	- 5	- totaling	15 credits
C. Soft Skill Based Papers	- 4	- totaling	8 credits
D. Internship	-		2 credits
E. Extra Disciplinary	- 2	- totaling	6 credits

**Total Credits of the Course**

**91 Credits**

The minimum credits to be obtained during the study is: 91

#### **4. PASSING MINIMUM:**

A candidate shall be declared to have passed in each paper / practical of the main subject of study wherever prescribed, if she secured NOT LESS THAN 50% of the marks prescribed for the examination.

#### **5. CLASSIFICATION OF SUCCESSFUL CANDIDATES:**

Successful candidates passing the examination and securing the marks (i) 60 percent and above and (ii) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the FIRST and SECOND class respectively. Candidates who pass all the examinations prescribed for the course in the FIRST APPEARANCE ITSELF ALONE are eligible for ranking.

#### **6. QUESTION PAPER TEMPLATE**

Unless and otherwise specified in the syllabus for each paper, the pattern of question paper shall be as follows:

<b>COMPONENT</b>	<b>UNITS</b>	<b>NATURE OF QUESTION</b>	<b>MAXIMUM MARKS</b>
Part A	5 Questions from 5 Units 3 question from significant Units	Short Answers Five Questions out of Eight Questions are to be answered in not less than 300 words each	5X8 = 40 Marks
Part B	Five Questions. One question from each unit	Essay Type Questions Three Questions out of Five are to be answered in not less than 1200 words each	3X20= 60 Marks
		<b>TOTAL</b>	<b>100 MARKS</b>

#### **7. INTERNSHIP**

Internship to be carried out during the summer vacation of Semester II.

**The total credits allotted for the PG course is minimum of 91 credits**

<b>S.NO</b>	<b>Paper</b>	<b>No. of Papers</b>	<b>Credits</b>	<b>Total Credits</b>
1.	Core Subjects	15 Papers	4 Credits	60
2.	Soft Skills	4 Papers	2 Credits	8
3.	*Internship	-	2 Credits	2
4.	Elective Subjects	5 Papers	3 Credits	15
5.	Extra Disciplinary Elective Subjects	2 Papers (Outside)	3 Credits	6
	<b>Total</b>			<b>91</b>

- The above mentioned distribution structure shall be followed by all colleges and Universities without any alterations.
- **Extra disciplinary subjects should be allocated in the II and III semester alone for all PG Courses.**

### Template for Evaluation Pattern MA History

SEM	COURSE CODE	COURSE TITLE	Continuous assessment				
			Test 1	Test 2	Quiz/Assignment/Seminar/ Field Trip	Participatory Learning	Total
			10	10	10	10	40

### Rubrics for Continuous Assessment

1. **Assignment:** Contents, originality, presentation and bibliography
2. **Seminar:** Organisation, presentation and subject knowledge
3. **Field visit:** Participation/preparation/attitude/leadership.
4. **Participatory Learning:** Answering questions/ clearing doubts/ Participation in group discussion/ Role play, answering questions, clearing doubts, communication and language, regular attendance.
5. **Flipped/Blended Learning:** Preparation/ information exchange/ group interaction / clearing doubts.

### Structure of Soft Skill Papers

SEMESTER	SOFT SKILL NO.	CODE	TITLE OF THE PAPER
I	1	4P21/1S/PEW	Personality Enrichment for Women
II	2	Offered by other Departments	Communication Skills
III	3	4P21/S3/HOC	History of Chennai
IV	4	4P21/4S/INS	Interview Skills

## **M.A. HISTORY**

### **Programme Educational Objectives (PEOs)**

On obtaining a postgraduate degree the students will be able to:

- PEO1:** Display higher order thinking in the knowledge domain and demonstrate professional skills
- PEO2:** Contribute to the advancement and application of relevant knowledge by self-directed learning
- PEO3:** Extend and integrate knowledge and skills to design and develop novel products and explore innovative solutions to national and international goals of development.
- PEO4:** Exercise management skills and develop social interactions in a responsive, ethical and constructive way to meet global standards of excellence in all spheres of activity.
- PEO5:** Strive for social and economic equity based on the need for gender parity and ecological sustainability.

### **Programme Outcomes (POs)**

At the end of the program the students will be able to:

- PO1:** Apply the knowledge gained through the study of humanities to address societal issues.
- PO2:** Critically engage with History, culture, economy, inclusivity and environment.
- PO3:** Develop students' ability to analyse challenges and make effective decisions.
- PO4:** Inculcate skills to evaluate, innovate and integrate the contemporary issues and motivate further learning.
- PO5:** Enhance their ethical values, employability skills and communicate competently.
- PO6:** Gain quality education that is global in perspective and contribute competently to holistic development.

### **Programme Specific Outcomes (PSOs)**

After completion of the Specific programme, the student will

- PSO1:** Utilize the knowledge and understanding of History at the national and international level.
- PSO2:** Apply the theoretical concepts in social, economic and political fields.
- PSO3:** Analyse the Constitutional developments in India and determine the importance of human rights and women's empowerment.
- PSO4:** Identify the importance of historical evidences, both archival and archaeological.
- PSO5:** Prepare for competitive exams and demonstrate skills during interviews.
- PSO6:** Formulate the art of writing history and design effective research projects.

**M.A.HISTORY**  
**COURSE CODES AND CREDITS**

**TOTAL CREDITS: 91**

**TEACHING HOURS: 120**

S. N	CORE/ ELECTIVE	TITLE OF THE PAPER	CODE	L	T	H	C
<b>I SEMESTER</b>							
1	Core 1	Social and Cultural History of India	4P21/1C/ISC	4	2	6	4
2	Core 2	Constitutional History of India	4P21/1C/CHI	4	2	6	4
3	Core 3	World Civilizations	4P21/1C/WOC	4	2	6	4
4	Core 4	History of China	4P21/1C/HOC	4	2	6	4
5	Elective 1	Archaeology – Principles and Methods	4P21/1E1/APM	3	1	4	3
6	Soft Skill 1	Personality Enrichment for Women	4P21/1S/PEW	2	0	2	2
						30	21
<b>II SEMESTER</b>							
7	Core 5	Social and Cultural History of Tamil Nadu	4P21/2C/SCT	4	1	5	4
8	Core 6	Economic History of India	4P21/2C/EHI	4	1	5	4
9	Core 7	India under Company Rule	4P21/2C/ICR	4	1	5	4
10	Core 8	History of Japan	4P21/2C/HOJ	4	1	5	4
11	Elective 2	Museology	4P21/2E2/MUS	3	1	4	3
12	Extra Disciplinary Elective 1	History for Competitive Exams	4P21/2E1/HCE	3	1	4	3
13	Soft Skills 2	Communication Skills	(Outside the Department – English)	2	0	2	2
14	Internship	During Summer Vacation					2
<b>III SEMESTER</b>							
15	Core 9	Contemporary World	4P21/3C/COW	4	1	5	4
16	Core 10	Western Political Thought	4P21/3C/WPT	4	2	6	4
17	Core 11	India and her Neighbours	4P21/3C/IHN	4	1	5	4
18	Elective 3	Freedom Movement in India	4P21/3E3/FMI	3	1	4	3
19	Elective 4	Archives Keeping	4P21/3E4/ARK	3	1	4	3
20	Extra Disciplinary Elective 2	General Knowledge for Competitive Exams	4P21/3E2/GKC	3	1	4	3
21	Soft Skill 3	History of Chennai	4P21/3S/HOC	2	0	2	2
22	Self Study	Intellectual History of India	4P21/4C/IHI				
						30	23
<b>IV SEMESTER</b>							
23	Core 12	Contemporary India	4P21/4C/COI	4	2	6	4
24	Core 13	Studies in Human Rights	4P21/4E5/SHR	4	2	6	4
25	Core 14	History of USA	4P21/4C/HUS	4	2	6	4
26	Core 15	Historiography and Research Methodology	4P21/4C/HRM	4	2	6	4
27	Elective 5	Project	4P21/4E/PRO	3	1	4	3
28	Soft Skill 4	Interview Skills	4P21/4S/INS	2	0	2	2
						30	21

L- Lecture Hrs, T- Tutorial Hrs, H- Hrs per Week, C- Credits

**EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT – PG  
INTERNAL VALUATION BY COURSE TEACHER/S**

S. No.	COMPONENT	TIME	MAX. MARKS	CA MARK
1	TEST 1	2 HRS	50 MARKS (to be converted)	10
2	TEST 2	2 HRS	50 MARKS (to be converted)	10
3	ASSIGNMENT/SEMINAR/FIELD VISIT			10
4	PARTICIPATORY LEARNING			10
	<b>TOTAL</b>			<b>40</b>

**EVALUATION PATTERN FOR CA**

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 2/2 x 5 Marks	200	10	50
K4, K5	B – 2/3 x 20 Marks	1200	40	

**RUBRICS FOR CONTINUOUS ASSESSMENT EVALUATION**

<b>Assignment</b>	Content/ originality/ presentation/ schematic representation and diagram/ bibliography
<b>Seminar</b>	Organisation/ subject knowledge/ visual aids/ confidence level/ presentation – communication and language
<b>Field visit</b>	Participation/preparation/attitude/leadership.
<b>Participatory Learning</b>	Answering questions/ clearing doubts/ Participation in group discussion/ Role play, answering questions, clearing doubts, communication and language, regular attendance.
<b>Flipped/Blended Learning</b>	Preparation/Information Exchange/ Group interaction/ Clearing doubts

**EVALUATION PATTERN FOR END SEMESTER**

DOUBLE VALUATION BY COURSE TEACHER AND EXTERNAL EXAMINER.

MAXIMUM MARKS: 100 (TO BE CONVERTED TO 60)

PASSING MARKS: 50

<b>KNOWLEDGE LEVEL</b>	<b>SECTION</b>	<b>WORD LIMIT</b>	<b>MARK</b>	<b>TOTAL</b>
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

**DEPARTMENT OF HISTORY, TOURISM AND TRAVEL MANAGEMENT  
ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS), CHENNAI - 600008.**

**M.A. HISTORY  
COURSE PROFILE  
SEMESTER I**

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CREDITS</b>	<b>CA</b>	<b>SE</b>	<b>T</b>
<b>I</b>	<b>4P21/1C/ISC</b>	<b>Core 1</b>	<b>Indian Society and Culture</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>I</b>	<b>4P21/1C/CHI</b>	<b>Core 2</b>	<b>Constitutional History of India</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>I</b>	<b>4P21/1C/WOC</b>	<b>Core 3</b>	<b>World Civilizations</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>I</b>	<b>4P21/1C/HOC</b>	<b>Core 4</b>	<b>History of China</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>I</b>	<b>4P21/1E1/APM</b>	<b>Elective 1</b>	<b>Archaeology - Principles and Methods</b>	<b>4</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>I</b>	<b>4P21/1S/PEW</b>	<b>Soft Skill 1</b>	<b>Personality Enrichment for Women</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>50</b>	<b>50</b>
			<b>Total</b>	<b>30</b>	<b>21</b>			



## SEMESTER I

### SOCIAL AND CULTURAL HISTORY OF INDIA

TEACHING HOURS: 90

CREDITS: 4

COURSE CODE: 4P21/1C/ISC

L T P: 4 2 0

#### COURSE OBJECTIVES:

To enable the students to

- understand the social and cultural history of India.
- analyse the patterns of cultural change over the years.
- study the development of the composite culture of India.
- comprehend the outlines of cultural development.
- assess the impact of modern developments on society.

#### COURSE OUTLINE:

- Unit-1 Pre-history to Vedic Age 20 Hrs.**
- 1.1. Pre-historic period – Palaeolithic and Mesolithic - Food gatherer – Stone tools – Rock Paintings - Neolithic Age beginning of Food production – Early domestication - Proto-historic period – Discovery of Iron – Terracotta - Agriculture and animal husbandry – Burial - Religions
- 1.2 Harappan Culture - Social features of Harappan Culture – Urbanisation - trade relations - The Cities – Harappa – Mohenjadaro – Lothal – Dholavira - Economic life – Fine Arts – Religious life – Extent of Harappan Culture.
- 1.3 The Vedic Age: Social and Cultural organization of Early Vedic Period – Religious beliefs and rituals – Main features of Inter Vedic Culture - Formation of Caste and classes in the Post Vedic Period-Development of religious thought in epic literature
- Unit-2 Janapadas to Guptas 20 Hrs**
- 2.1 The Janapadas – Social and Economic Patterns - Jainism – Buddhism – Causes for decline of Buddhism.
- 2.2 The Mauryan Period: Social and Cultural ideas in Arthasastra and Indika – Asoka and his policy of Dharma – Society and Culture under the Mauryas- Position of women-Guilds - Mauryan art - Gandhara, Mathura, Sarnath - Mauryan Economy –Land system - Trade
- 2.3 Post-Mauryan economy - Persian, Greco–Roman influences – Kushan Culture - Gupta period -Bhagavathism - Growth of Saivism – Vaishnavism - Literature and Art - Age of Harshavardhana - Educational Centres - Nalanda, Vikramashila University – Vallabi - Literature -Feudalism
- Unit-3 South Indian Society and Culture 15 Hrs**
- 3.1 South Indian Megalithic Culture – Art and Religion under the Satavahanas – Amaravati – Nagarjunakonda - Society and Culture during the Sangam Period.
- 3.2 Culture: Kakatiyas of Warangal – Yadavas of Devagiri
- 3.3 Chalukyias of Badami and Rashtrakutas of Malkhed - Hoysalas of Dwarasamudra

- Unit-4 Transformation in the Medieval period 20 Hrs**
- 4.1 Influence of Islam on Indian Culture – Evolution of Indo-Persian Culture – Literature – Art and Architecture -Growth of vernacular languages
- 4.2 Rajput Culture –Position of Women-Miniature Paintings
- 4.3 Society and Culture under the Mughals – Art, Architecture – Paintings - Sufi Mysticism – Hindustani Music – Din-I-Ilahi - Rise of Sikhism – Hindi and Urdu Literature
- Unit-5 Society and Culture in Modern India 15 Hrs**
- 5.1 Economic impact of British Rule - Reform Movements - William Bentinck and Abolition of Sati – Contribution of the Christian Missionaries
- 5.2 Introduction of English Education-Primary, Secondary and Higher Education- Its Impact
- 5.3. Introduction of Railways – Telegraph - Press

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	The Wonder that was India	A.L. Basham	Sidgwick and Jackson	1954
2.	History of India	Romila Thapar & Percival Spear	Penguin	2015
3.	An Introduction to the Study of Indian History	D.D. Kosambi	Popular Prakashan	1975 2 <sup>nd</sup> Edition

**REFERENCE BOOKS:**

1. D.D. Koasambi, The Culture and Civilization of Ancient India: In Historical Outline (Vikas, New Delhi, 1971).
2. R.S. Sharma, Material Culture and Social Formation in Ancient India, (MacMillan, New Delhi, 1983).
3. Indian Feudalism, (Orient Longman, New Delhi, 1978).
4. R.C. Majumdar (ed) History and Culture of Indian People. (Bharatiya Vidya Bhavan Bombay, 1960).
5. R.C. Majumdar and Srivastva, History of India (from the earliest times to 320 A.D.) 6. (Surjeet Book Depot, New Delhi, 1996).
7. History of India (from 320 to 1206 A.D.), (Surjeet Book Depot, New Delhi, 1996).
8. V. Shinde, Early Settlements in the Central Tapi Basin, (MunshiramManoharlal, New Delhi, 1998).
9. J.SE. Swain, A History of World Civilization, (Eurasia Publishing House Pvt. Ltd, New Delhi, 1994).
10. Kalpana, Rajaram and R. Vidhya, Facet of Indian Culture, (Spectrum Books, New Delhi, 2013).

**JOURNALS:**

**International:**

1. Journal of World Prehistory, Gregory L. Possehl, The transformation of the Indus Civilization Publisher Springer US, ISSN 1573-7802.
2. East and West, Istituto Italiano per l'Africa e l'Oriente (ISIAO), ISSN: 00128376

**National:**

1. Current Science Current Science Association, ISSN: 00113891
2. Annals of the Bhandarkar Oriental Research Institute, Bhandarkar Oriental Research Institute, ISSN: 03781143

#### E-LEARNING RESOURCES:

1. <https://www.harappa.com>
2. <https://study.com/academy/lesson/jainism-vs-buddhism.html>
3. <http://theindianhistory.org/Gupta/gupta-empire-economy.html>
4. [www.indianrajputs.com](http://www.indianrajputs.com)
5. [www.iranicaonline.org](http://www.iranicaonline.org)

#### COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Evaluate the ancient Indian society and culture.
CO 2	Analyses changes in the political front.
CO 3	Assess the importance of South Indian society and culture.
CO 4	Critically assesses the influence of foreign culture on Indian society.
CO 5	Demonstrates social and political developments in the modern period.

#### MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	1	3	2	2
CO2	2	3	3	1	2	1
CO3	2	3	2	3	2	2
CO4	3	2	2	2	2	2
CO5	2	3	2	2	2	3
Average	2.2	2.6	2	2.2	2	2

#### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

#### Question Paper Pattern (End Semester Examination)

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **CONSTITUTIONAL HISTORY OF INDIA 1773-1947**

**TEACHING HOURS: 90**

**CREDITS: 4**

**COURSE CODE: 4P21/1C/CHI**

**L T P : 4 2 0**

### **COURSE OBJECTIVES:**

Enables the students to

- study the growth of the Constitution of India
- acquire the knowledge of the various legislations that led to its growth
- understand the Indian Polity.
- make the learners aware of their rights and duties.
- enhance their role as enlightened citizens.

### **COURSE OUTLINE:**

<b>Unit – 1</b>	<b>Evolution of Legislation in Modern India</b>	<b>20 Hrs</b>
1.1	Introduction - Arrival of British - Dual System of Government in Bengal	
1.2	Regulating Act of 1773 – Features – Merits – Demerits	
1.3	Pitt’s India Act of 1784 - Features - drawbacks	
<b>Unit – 2</b>	<b>Charter Acts</b>	<b>15 Hrs</b>
2.1	Charter Act of 1813 –Provisions and relevance	
2.2	Charter Act of 1833 - Provisions and importance	
2.3	Charter Act of 1853 – Provisions and significance	
<b>Unit – 3</b>	<b>Queen’s Proclamation and Indian Council Acts</b>	<b>15 Hrs</b>
3.1	Government of India Act 1858- Queen’s Proclamation - Significance	
3.2	Indian Council Act of 1861-Provisions	
3.3	Indian Councils Act of 1892-Provisions	
<b>Unit – 4</b>	<b>Constitutional Reforms until 1935</b>	<b>20 Hrs</b>
4.1	Minto-Morley Reforms - Indian Councils Act 1909-Provisions-Evaluation	
4.2	Montague Chelmsford Reforms - Government of India Act 1919	
4.3	Government of India Act, 1935 – Working of Provincial Autonomy	
<b>Unit – 5</b>	<b>Formation of Indian Constitution</b>	<b>20 Hrs</b>
5.1	Cabinet Mission Plan - Indian Independence Act 1947	
5.2	Formation of Constituent Assembly – Objective Resolution – Committees – Adoption of the Indian Constitution	
5.3	Salient features of the Indian Constitution	

### RECOMMENDED TEXTBOOKS:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	History of Modern India	Bipan Chandra	Orient Blackswan, New Delhi	2009
2.	Constitutional Development and national Movement of India	Agarwal, R.C	S. Chand & Company	2005
3.	An Introduction to the Constitution of India,	D.D. Basu,	Lexis Nexis Butterworth, Nagpur	2008 2nd Edition

### REFERENCE BOOKS:

1. Ahluwalia. M.M., **Freedom struggle in India, 1858 to 1909 Das, Durga, India From Curzon To Nehru And After**, (New York, The John Day Co., 1970).
2. Abel, M., **Glimpses of Indian National Movement**
3. Agarwal, R.C., **Constitutional Development and national Movement of India**
4. Goswami, A., **Freedom Struggle of India-Quiz Book**
5. Mohammad Tarique, **Modern Indian History**, (McGraw-Hill Education (India) Pvt Limited, 2008).
6. ŚekharaBandyopādhyāya, **From Plassey to Partition: A History of Modern India**, (Orient Blackswan, 2004).
7. Sen, S.N., **History: Modern India, Revised 3<sup>rd</sup> Edition, New Age International**, (New Delhi, 2006).
8. Harbans Singh Bhatia, **British Colonial Government in India**, (Deep and Deep Publications, New Delhi, 2001)
9. M.V. Pylee, **Constitution Government in India**, (S Chand 2003)
10. Seervai **Constitutional Law of India Vol I & II** ( N M Tripathi 1968)

### JOURNALS:

#### International:

1. Victorian Studies, Indiana University Press, **ISSN: 00425222**
2. Foreign Affairs, Council on Foreign Relations, **ISSN: 00157120**

#### National:

1. Proceedings of the Indian History Congress, Indian History Congress, **ISSN: 224919372.**
2. India Quarterly, Sage Publications, Ltd., **ISSN: 09749284**

### E-LEARNING RESOURCES:

1. <http://www.historyhome.co.uk/c-eight/india/indiareg.htm>
2. [www.historydiscussion.net/british-india/charter-acts-of-company-1793-to-1858-and-its-criticism/5942](http://www.historydiscussion.net/british-india/charter-acts-of-company-1793-to-1858-and-its-criticism/5942)
3. [www.open.ac.uk/researchprojects/makingbritain/content/queen-victorias-proclamation](http://www.open.ac.uk/researchprojects/makingbritain/content/queen-victorias-proclamation)
4. [www.historydiscussion.net/british-india/constitutional-development-during-british-rule-in-india/5956](http://www.historydiscussion.net/british-india/constitutional-development-during-british-rule-in-india/5956)

5. [www.parliament.uk/about/livingheritage/evolutionofparliament/legislativescrutiny/parliament-and-empire/collections1/collections2/1947-indian-independence-act](http://www.parliament.uk/about/livingheritage/evolutionofparliament/legislativescrutiny/parliament-and-empire/collections1/collections2/1947-indian-independence-act)

### COURSE OUTCOMES

CO No.	CO Statement
CO 1	Identify socio-political issues and origin of Indian Constitution.
CO 2	Critically analyses laws under British East India Company and its impact in the current situation.
CO 3	Assess political developments and challenges under the British Crown
CO 4	Revise on Constitutional reforms in pre-Independence phase.
CO 5	Discuss formation of contemporary Indian law.

### MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	3	2	2	2
CO2	2	2	2	2	2	2
CO3	2	2	2	2	2	2
CO4	2	2	2	2	2	2
CO5	2	3	3	2	2	2
Average	2	2.2	2.4	2	2	2

### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

### Question Paper Pattern

#### End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **WORLD CIVILISATIONS**

**TEACHING HOURS: 90**  
**COURSE CODE: 4P21/1C/WOC**

**CREDITS: 4**  
**L T P: 4 2 0**

### **COURSE OBJECTIVES:**

Enables the students to

- acquire a broad knowledge on the Great civilizations of the world
- develop an understanding of change, continuity, causation and evidence
- learn the Great Civilisations of the world.
- understand the contributions of the Civilisations.
- study the various aspects like Polity, Literature, Philosophy, Science and Arts of these Civilisations.

### **COURSE OUTLINE:**

<b>Unit – 1</b>	<b>Egyptian Civilisation</b>	<b>15 Hrs</b>
1.1	Introduction to Culture and Civilisation – River Valley Civilisations	
1.2	Egyptian Civilisation - Political, Religious and Social life - Disposal of Dead	
1.3	Economic life - Art and Architecture – Science – Medicine – Education	
<b>Unit - 2</b>	<b>Mesopotamian Civilisation</b>	<b>20 Hrs</b>
2.1	Sumerian-Political, Religious, Economic and Social life – Law - Literature – Education - Invention of Wheel- Lunar Calendar - Cuneiform writing	
2.2	Babylonian Civilization –Rise of the Babylonians– Hammurabi code of Law – Political life – Religion – Art – Social life – Economic life – Literature	
2.3	Assyrian- Rise of the Assyrians- Military organization – Political organization – Education - Religion- Art & Architecture	
<b>Unit - 3</b>	<b>Chinese Civilisation</b>	<b>15 Hrs</b>
3.1	Early History of China - Social and Cultural life – Religious life	
3.2	Science: Inventions - Discoveries – Economic life: Trade & Commerce – Music - Confucianism and Taoism	
3.3	Literature - Art and Architecture – Great Wall of China - Terracotta Army	
<b>Unit – 4</b>	<b>Greek Civilisation</b>	<b>20 Hrs</b>
4:1	Early Greek History - Growth of City States- Athenian Democracy- Pericles	
4:2	Architecture – Sculpture – Science – Olympic Games	
4:3	Philosophers- Socrates- Plato- Aristotle - Literature- Poetry- Homer’s Iliad and Odyssey – Herodotus – contributions to the world	
<b>Unit – 5</b>	<b>Roman Civilisation</b>	<b>20 Hrs</b>
5.1	Early History – Social life – Political life – Laws of Twelve Tablets -	
5.2	Science- Literature – Education - Religion- Philosophy -Art and Architecture- Colosseum – Julius Caesar – Augustus	
5.3	Challenge and Response Theory of Civilizations	

### RECOMMENDED TEXTBOOKS:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	World Civilisations: The Global Experience	Pearson N. Stearns Teal,	New Delhi,	2011
2.	India and World Civilization	Singhal, D.P	S. Chand & Company	1972
3.	A History of World Civilization	Swain J.E.,	Eurasia Publishing House	1994

### REFERENCE BOOKS:

1. Arnold Toynbee, A Study of History, (D C Somervell, 1957)
2. Albert M. Craig, William A. Graham, **The Heritage of World Civilisations: Teaching and Learning**, (New Delhi, 2008).
3. Andrew Collins, **Beneath the Pyramids: Egypt's Greatest Secret Uncovered**, (Virginia, 2009).
4. Iran Shaw, **The Oxford History of Ancient Egypt**, (London, 2003).
5. Jawaharlal Nehru, **Glimpses of World History**, (New Delhi, 2004).
6. Spencer Wells, **Pandora's Seed: The Unforeseen Cost of Civilisation**, (Connecticut, 2010).
7. Will Durant, **Heroes of History: A Brief History of Civilisation from Ancient Times to the Dawn of the Modern Age**, (New York, 2011).
8. Winks, Robin W., **World Civilization: A Brief History**, (California, 1993).
9. Wright, Arthur F., **Confucianism and Chinese Civilization**, (California, 1985).
10. Gokhale, B.K. **World Civilisation**, (New Delhi, 1976).

### JOURNALS:

#### International:

1. Journal of World Prehistory, Springer, **ISSN: 08927537**
2. The Biblical Archaeologist, The University of Chicago Press, **ISSN: 00060895**

#### National:

1. Journal of Contemporary History, Sage Publications, Ltd., **ISSN: 00220094**
2. The Journal of Asian Studies, Association for Asian Studies, **ISSN: 00219118**



**E-LEARNING RESOURCES:**

1. [www.ancient.eu/egypt](http://www.ancient.eu/egypt)
2. <https://www.history.com/topics/ancient-middle-east/mesopotamia>
3. <http://www.china.org.cn/e-gudai/index-1.htm>
4. <https://www.history.com/topics/ancient-history/ancient-greece>
5. <https://www.britannica.com/place/Roman-Empire>

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Identify ancient culture and civilization of Egypt.
CO 2	Critically analyses society and culture in ancient Mesopotamia.
CO 3	Explain the developments in ancient Chinese society, polity and culture.
CO 4	Assess the growth of Egyptian society and promotes analysis of contemporary issues.
CO 5	Evaluate Roman civilization and motivates to challenge ancient laws and system.

**MAPPING OF CO WITH PSO:**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	3	2	2
CO2	2	2	2	3	2	1
CO3	2	2	2	3	2	2
CO4	2	2	2	3	2	2
CO5	2	2	2	3	2	2
Average	2	2	2	3	2	2.2

**Teaching Methodology**

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

**Question Paper Pattern****End Semester Examination**

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **HISTORY OF CHINA**

**TEACHING HOURS: 90**  
**COURSE CODE: 4P21/1C/HOC**

**CREDITS: 4**  
**L T P: 4 2 0**

### **COURSE OBJECTIVES:**

Enables the students to

- understand the historical background of China
- analyse China's cultural and political development
- trace their role in world affairs
- highlight their march from insular nation to their present dynamic position
- assess the current developments and issues in China

### **COURSE OUTLINE:**

<b>Unit-1 Historical Background</b>	<b>15 Hrs</b>
1.1 Geographical features - Historical Background – Open Door Policy	
1.2 First Sino – Japanese War – causes and results	
1.3 Boxer Rebellion and its consequences	
<b>Unit-2 China up to the First World War</b>	<b>20 Hrs</b>
2.1 Chinese Revolution of 1911 – Causes - Results	
2.2 Yuan-Shi-Kai – 21 Demands	
2.3 China and First World War – May 4 <sup>th</sup> Movement	
<b>Unit-3 China between the World Wars</b>	<b>20 Hrs</b>
3.1 Rise and fall of Kuomintang Party	
3.2 Dr. Sun Yat Sen – Chiang Kai Sheik	
3.3 Communist Party and its achievements – Mao Tse Tung	
<b>Unit-4 Japanese Imperialism and its aftermath</b>	<b>15 Hrs</b>
4.1 Manchurian crisis – establishment of Manchukuo	
4.2 Second Sino-Japanese War – Merge with Second World War	
4.3 Civil War – Foundation of People's Republic of China	
<b>Unit-5 Contemporary China</b>	<b>20 Hrs</b>
5.1 China upto 1989 – Economic development	
5.2 Social and cultural developments	
5.3. China as a rising power in Asia and the world	

### RECOMMENDED BOOKS:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Rise and Growth of Modern China	David, M. D.	Himalaya Publishing House	1986
2.	China and Japan: History, Trends and Prospects	Christopher Hwe	Clarendon press	1996
3.	History of Far East	Clyde and Beers	Prentice Hall of India Pvt Ltd.,	1966

### REFERENCE BOOKS:

1. Dotforam, Eberlard, History of China, (Rutledge Kegan Paul, 1992).
2. Katausera, Paul, H, South East Asia, Colonial History: High imperialism (1890s-1930s), (Taylor & Francis 2001).
3. Singh A.K, History of East Asia, (APC Publications, 1980).
4. Chaurasia, R.S., History of Modern China, (Atlantic publishers, 2004).
5. Latinore, Making of Modern China, (G. Allen & Unwin, 1945)
6. Vinacke, A History of the Far East in Modern Times, Kalyani Publishers, New Delhi, 1978.
7. Chaurasia, R.S., History of the Far East, (Forward Book Depot, New Delhi, 2003)
8. R.S. Gupta, History of Modern China - Sterling Publishers Pvt. Ltd, (1981), New Delhi.
9. S.L Tkuvinsky, Modern History of China - Progress Publishers, Mascow, 1972
10. David S.G Goodman , China and the West - Ideas and achvists - Mancheler University Press

### JOURNALS:

#### International:

1. The Chinese Journal of International Politics, OUP, ISSN: 1750-8924
2. China and Asia – a journal in Historical Studies, Brill, ISSN: 2589-4641

#### National:

1. Modern China, Sage Journal., ISSN: 0097-7004
2. Journal of Chinese History, Cambridge Core, ISSN: 2059-1632

### E-LEARNING RESOURCES:

1. [http://afe.easia.columbia.edu/timelines/china\\_modern\\_timeline.htm](http://afe.easia.columbia.edu/timelines/china_modern_timeline.htm)
2. <https://www.britannica.com/biography/Sun-Yat-sen>
3. <https://www.history.com/topics/china/chiang-kai-shek>
4. <https://www.britannica.com/event/Second-Sino-Japanese-War>
5. <https://history.state.gov/milestones/1945-1952/chinese-rev>

**COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Discuss the historical journey of China
CO 2	Analyses its internal and external power and politics.
CO 3	Assess the internal changes and developments.
CO 4	Evaluates the impact of Japanese Imperialism.
CO 5	Demonstrate the Chinese issues and challenges of the contemporary times.

**MAPPING OF CO WITH PSO:**

<b>CO/PSO</b>	<b>PSO1</b>	<b>PSO2</b>	<b>PSO3</b>	<b>PSO4</b>	<b>PSO5</b>	<b>PSO6</b>
<b>CO1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO2</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>CO3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO4</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>CO5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
<b>Average</b>	<b>3</b>	<b>2.2</b>	<b>2</b>	<b>2.2</b>	<b>2.6</b>	<b>2.2</b>

**Teaching Methodology**

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

**Question Paper Pattern****End Semester Examination**

<b>KNOWLEDGE LEVEL</b>	<b>SECTION</b>	<b>WORD LIMIT</b>	<b>MARK</b>	<b>TOTAL</b>
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **ARCHAEOLOGY - PRINCIPLES AND METHODS**

**TEACHING HOURS: 60**

**CREDITS: 4**

**PAPER CODE: 4P21/1E1/APM**

**L T P: 3 1 0**

### **COURSE OBJECTIVES:**

Enables the students to

- understand the nature and scope of Archaeology
- develop an interest in the specializing the study of Archaeology at the research level.
- bring awareness of the subject and our rich archaeological heritage
- make aware of the methods of Exploration and Excavation
- stimulate interest for further study

### **COURSE OUTLINE:**

<b>Unit – 1</b>	<b>Archaeology – an introduction</b>	<b>10 Hrs</b>
1.1:	Definition – Goals of Archaeology – Scope -	
1.2:	Value of Archaeology as a primary source.	
1.3:	History of Archaeology - an Outline.	
<b>Unit – 2</b>	<b>Kinds of Archaeology</b>	<b>10 Hrs</b>
2.1:	Marine - Aerial - Salvage - Ethno	
2.2:	Pre Historic Archaeology - Historical Archaeology – Environmental - Economic Archaeology.	
2.3:	New Archaeology – Feminist Archaeology and Experimental Archaeology.	
<b>Unit – 3</b>	<b>Archaeology and other disciplines</b>	<b>15 Hrs</b>
3.1:	Archaeology and Physics – Chemistry – Botany - Zoology	
3.2:	Archaeology and Ethnology - Geology – Geography - Anthropology	
3.3:	Archaeology and Languages - Metallurgy - Computer Science.	
<b>Unit – 4</b>	<b>Principles and Methods of Exploration and Excavation</b>	<b>15 Hrs</b>
4.1:	Exploration – significance and importance – manual and scientific.	
4.2:	Excavation – Principles and Methods	
4.3:	Stratigraphy – Concepts – Process – Archaeological Equipments	
<b>Unit – 5</b>	<b>Origin and development of Archaeology in India</b>	<b>10 Hrs</b>
5.1:	Eminent Archaeologists in India – Sir William Jones - Alexander Cunningham – Lord Curzon - Sir John Marshall – Sir Mortimer Wheeler – Henry Heras - H.D. Sankalia.	
5.2	Archaeological Survey of India and State Department of Archaeology – development since Independence.	
5.3	Archaeological Studies in Indian Universities – Madras University – Deccan College, Pune, Delhi School of Archaeology.	

## RECOMMENDED BOOKS:

### Recommended Textbooks:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Principles And Methods of Archaeology	Raman, K.V	Parthajan Publications	1998
2.	The Story of Indian Archaeology	Roy, Surendranath	Parthajan Publications	1961
3.	Archaeology: Principles and Methods	Rajan, K	Parthajan Publications	1991

## REFERENCE BOOKS:

1. Chakrabarthy, Dilip K., **India, An Archaeological History, Paleolithic Beginnings to Early Historic Foundations**, (Oxford University Press, New Delhi, 2001).
2. Archaeological Survey of India, **Archaeological Remains, Monuments and Museums**, (Part I & II), (New Delhi, 1996).
3. Sankalia, H.D. **New Archaeology-Its Scope and Application In India**, (Lucknow, 1974).
4. Webster, Graham, **Practical Archaeology-an Introduction to Archaeological Field Work and Exploration**, (Black, London, 1974).
5. Clark D.L., **Analytical Archaeology**, (Methuen and Co, London, 1968).
6. Prabha Ray, Himanshu And Carla M. Sinopoli (ed.) **Archaeology as History in Early South Asia**, (Aryan Books, New Delhi, 2004).
7. Wheeler, Mortimer, **Archaeology from the Earth, Reprint, Munshiram Manoharlal**, (New Delhi, 2004).
8. Chakrabarthy, Dilip, K., **The Oxford Companion to Indian Archaeology**, (Oxford University Press, 2009).
9. Upinder Singh, **The Archaeological Foundations of Ancient India**, (Oxford University Press, Delhi, 2006).
10. Atkinson, R.J.C., **Field Archaeology**, (Taylor & Francis, London, 1953).

## JOURNALS:

### International:

1. The Journal of the Society for Industrial Archaeology, Society for Industrial Archaeology, **ISSN: 01601040**
2. American Anthropologist, American Anthropological Association, **ISSN: 00027294**

### National:

1. Current Science, Current Science Association, **ISSN: 00113891**

2. India International Centre Quarterly, India International Centre, ISSN: 03769771

**E- LEARNING RESOURCES:**

1. <https://archaeology.elpasotexas.gov/educational-resources/what-is-archaeology>
2. <http://www.archaeologyexpert.co.uk/TypesOfArchaeology.html>
3. <https://steemit.com/archaeology/@zest/archaeology-and-the-natural-sciences>
4. <https://msu.edu/~aarondan/methodsofarchaeology.htm>
5. <http://www.historydiscussion.net/history-of-india/archaeology-history-of-india/history-of-archaeology-in-india/13176>

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Outline Pre-history, its discoveries and studies in present scenario.
CO 2	Identify competent global views and methods in the study of pre-historic society and culture.
CO 3	Discuss use of contemporary Sciences in study of pre-history.
CO 4	Utilize employability skills through acquisition of knowledge on techniques used to unearth Pre-history.
CO 5	Critically analyse on the growth of contemporary Archaeology.

**MAPPING OF CO WITH PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	3	2	3
CO2	3	3	2	3	2	3
CO3	2	3	2	3	2	3
CO4	2	2	2	3	2	3
CO5	2	2	2	3	2	3
Average	2.2	2.6	2	3	2	3

**Teaching Methodology**

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

## Question Paper Pattern

### End Semester Examination

<b>KNOWLEDGE LEVEL</b>	<b>SECTION</b>	<b>WORD LIMIT</b>	<b>MARK</b>	<b>TOTAL</b>
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	



**COURSE PROFILE**  
**SEMESTER II**

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CRE DITS</b>	<b>CA</b>	<b>SE</b>	<b>T</b>
<b>II</b>	<b>4P21/2C/SCT</b>	<b>Core 5</b>	<b>Socio- Cultural History of Tamil Nadu</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>4P21/2C/EHI</b>	<b>Core 6</b>	<b>Economic History of India</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>4P21/2C/ICR</b>	<b>Core 7</b>	<b>India under Company Rule</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>4P21/2C/HOJ</b>	<b>Core 8</b>	<b>History of Japan</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>4P21/2E2/MUS</b>	<b>Elective 2</b>	<b>Museology</b>	<b>4</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>4P21/2E1/HCE</b>	<b>Extra Disciplinary Elective 1</b>	<b>History for Competitive Exams</b>	<b>4</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>II</b>	<b>(Outside the Department – English)</b>	<b>Soft Skills 2</b>	<b>Communication Skills</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>50</b>	<b>50</b>
<b>II</b>		<b>Internship</b>	<b>During Summer Vacation</b>		<b>2</b>			
			<b>Total</b>	<b>30</b>	<b>26</b>			

## **SOCIAL AND CULTURAL HISTORY OF TAMILNADU**

**TEACHING HOURS: 90**  
**COURSE CODE: 4P21/2C/SCT**

**CREDITS: 4**  
**L T P : 4 2 0**

### **COURSE OBJECTIVES:**

Enables the students to

- study the socio-cultural history of Tamilnadu
- understand the Socio and cultural conditions of the Tamils
- appreciate the cultural heritage of the Tamils from the Sangam Age to Vijayanagar rule
- gain the knowledge of art and architecture under different rulers
- study the impact of modern developments in society

### **COURSE OUTLINE:**

- Unit – 1 Tamil Nadu during the Sangam and Post Sangam Age 15 hrs**
- 1.1 Geographical divisions - Kurinji –Mullai –Marutham- Neithal -Palai  
1.2 Sangam Society – Social habits- customs and traditions -  
– Religion - Economic condition -Trade- exports and imports  
1.3 Sangam literature- Silapathikaram – Manimegalai- Ettuthogai  
- Pathupattu - Fine Arts- Music and Dance
- Unit - 2 Society and Culture under the Pallavas 15hrs**
- 2.1 Society- Position of Women – Dress – Food – Ornaments – Entertainments –  
Crime and Punishments  
2.2 Economy- Trade and Commerce – Revenue – Irrigation – Crops – Lands –  
Drought - Coins  
2.3 Pallava Art and Architecture: Mahendra Style- Mamalla Style – Rajasimha  
Style – Nandhivarman Style - Literature –Religious condition: Bhakthi  
Movement – Alvars and Nayanmars
- Unit – 3 Life and culture of the Tamils under Cholas 15 hrs**
- 3.1 Social life- Caste structure- social habits – Status of women  
3.2 Economy- Agriculture - trade and commerce – Land measurement - Taxation  
3.3 Chola-Architecture - Big temple- GangaikondaCholapuram – Darasuram –  
Literature - Education - Religion - Fine arts- music and dance- painting –
- Unit – 4 Socio-cultural aspects of Tamil Nadu under Pandyas 15 hrs**
- 4.1 Social Life- Position of Women - Accounts of Marco Polo - Wasaf  
4.2 Economy – Agriculture - Trade- horse trade - religion  
4.3 Literature – Education - Architecture: Pillayarpati Cave temple –  
Tirupparankunram temple- Sittannaval - Fine Arts- Painting- Sculpture

**Unit - 5 Tamilaham during the Vijayanagar and Nayak rule****15hrs**

- 5.1 Vijayanagar – Social condition – Food – Religion - Numismatics
- 5.2 Economy – Agriculture – Trade and commerce – Revenue – Weights and Measures
- 5.3 Literature -Education - Art and Architecture – Thirumalainayak Mahal – Fort Ginjee – Saraswathi Mahal Library

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	A Social History of the Tamils	Pillay, K.K	Parthajan Publications	1969
2.	History of Tamilnadu	Rajjayan,	Parthajan Publications	1982
3.	. History of Tamil Nadu upto 1336 A.D	Subramaniam, .	Parthajan Publications	1972

**REFERENCE BOOKS:**

1. Devenesan, A., **History of Tamil Nadu upto 1995 A.D.**, (Marthandam, 1997).
2. Minakshi.C, **Administration and Social Life under the Pallavas**, (Madras, 1938).
3. Nagasamy.R., **Studies in South Indian History and Culture**, (New Delhi, 1980).
4. Robert Sewell, **A Forgotten Empire**, (London, 2002).
5. Sastri, K.A.N. **The Illustrated History of South India: From Prehistoric Times to the Fall of Vijayanagar**, (Chennai, 1955).
6. Sastri, K.A.N., **The Colas**, OUP, 1955.
7. SathyanathAiyar, R. **Nayaks of Madura**, (Madras, 1991).
8. Subramaniam, N. **Sangam Polity**, (London, 1966).
9. Thinakaran, A.J., **The Second Pandyan Empire (1190-1312)**, (Madurai, 1987).
10. Chellam V.T., **History of Tamilnadu**, (Bombay, 1985)

**JOURNALS:****International:**

1. The Journal of the Royal Asiatic Society of Great Britain and Ireland, Cambridge University Press, **ISSN: 0035869X**
2. East and West, Istituto Italiano per l'Africa e l'Oriente (IsIAO), **ISSN: 00128376**

**National:**

1. The Indian Journal of Political Science, Indian Political Science Association, **ISSN: 00195510**
2. Social Scientist, Social Scientist, **ISSN: 09700293**

## E-LEARNING RESOURCES:

1. <https://www.globalsecurity.org/military/world/india/history-sangam.htm>
2. <https://www.historyfiles.co.uk/KingListsFarEast/IndiaPallavas.htm>
3. <https://www.indianmirror.com/dynasty/choladynasty.html>
4. <https://www.historyfiles.co.uk/KingListsFarEast/IndiaPandyas.htm>
5. <https://knowindia.gov.in/culture-and-heritage/medieval-history/vijayanagar-empire.php>

## COURSE OUTCOMES

CO No.	CO Statement
CO 1	Outline socio-political, economic and cultural history of ancient Tamil Nadu.
CO 2	Assess developments in Art, culture, polity and economy of Tamilaham during Pallava regime.
CO 3	Analyse socio-economic and cultural developments in Chola period and encourages to appreciate their skills.
CO 4	Discuss skills of Pandyas and challenge contemporary issues in Tamil Nadu.
CO 5	Enhance ethical values and interests in politics and social welfare.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	3	2	3
CO2	2	2	2	3	2	2
CO3	2	3	2	2	2	3
CO4	2	3	2	3	2	2
CO5	3	2	2	3	2	3
Average	2.2	2.4	2	2.8	2	2.6

## Teaching Methodology

Lecture (chalk and talk – OHP – LCD)  
Flipped Learning/ Blended class room – E- content, Videos  
Problem solving – Group discussion – Role Modelling  
Quiz – Seminar  
Peer learning  
Field visits  
Self-study papers

**Question Paper Pattern**  
**End Semester Examination**

<b>KNOWLEDGE LEVEL</b>	<b>SECTION</b>	<b>WORD LIMIT</b>	<b>MARK</b>	<b>TOTAL</b>
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **ECONOMIC HISTORY OF INDIA**

**TEACHING HOURS:75**  
**COURSE CODE:4P21/2C/EHI**

**CREDITS: 4**  
**L T P : 4 2 0**

### **COURSE OBJECTIVES**

Enables the students to

- understand the economic developments in the country
- become aware of the impact of economic policy on India
- give the glimpse of economic life of the people in different periods
- highlight the economic changes in India over the years
- analyze the economic growth of the country from ancient to modern time

### **COURSE OUTLINE:**

<b>Unit-1</b>	<b>Indian Economy upto the Vedic Age</b>	<b>15 Hrs</b>
1.1	Indus Valley Civilization – Economy - Agriculture – Industry – Trade & Commerce – Weights & Measures	
1.2	Early Vedic Age – Agriculture – Animal Husbandry - Trade & Industry	
1.3	Later Vedic Age - Agriculture- Trade & Commerce – means of Transport	
<b>Unit-2</b>	<b>Economy under the Mauryas - Guptas and Sangam period</b>	
<b>15 Hrs</b>		
2.1	Mauryas – Agriculture – Occupations – Metallurgy – Skins & Hides – Drinks – Trade - Coinage	
2.2	Guptas - Agriculture – Occupations – Metallurgy - Trade - Coinage	
2.3	Sangam Age – Agriculture – Trade – Economic condition under Pallavas – Cholas – Pandyas	
<b>Unit-3</b>	<b>Economy of Medieval India</b>	<b>15 Hrs</b>
3.1	Sultanate Period – Agriculture – Industry – Revenue Policy – Land Revenue	
3.2	Mughal Period – Agriculture – Industries – Export & Import – Growth of industrial cities – Revenue Administration	
3.3	Marathas – Agriculture – Industry – Trade & Commerce – Charities - Revenue Administration	
<b>Unit-4</b>	<b>Modern Indian Economy</b>	<b>15 Hrs</b>
4.1	British period – Commercialization of Agriculture – Growth of Agricultural Labour – Destruction of Handicraft Industries	
4.2	Growth of Modern Industry – Rise of Capitalist class – Swadeshi and Industrial Development	
4.3	Economic Organization – British Revenue Policy – Permanent Settlement – Agriculture & Scientific Methods – New Pattern of Trade	
<b>Unit-5</b>	<b>Economic developments since Independence</b>	<b>15 Hrs</b>
5.1	Growth of Indian Economy from 1947 to 1964 – Nehru Era - Five Year Plans	
5.2	Economic condition of India under the Congress and UPA Government.	
5.3.	Economic Developments under the NDA led Government.	

### RECOMMENDED TEXTBOOKS:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Economic history of India - Ancient to Present Day	Jayapalan N	Atlantic Publishers	2008
2.	Social Cultural and Economic History of India	Ray Choudhary S.C	Surjeet Publications	2005
3.	Economic History of India	Dutt R.C	Sterling Publishers	2006

### REFERENCE BOOKS:

1. Chaudary K.N., **Economy and Society**, Oxford University Press, (Cambridge, 1979)
2. Dharma Kumar, **The Cambridge Economic History of India, 1757-1970**, Orient Longman, (New Delhi, 1982)
3. Gadgil D.R., **The Industrial Evolution of India**, Oxford University Press, (Cambridge, 1942)
4. Ghose K., **Agricultural Labourers in India**, Indian Publishers, (Calcutta, 1967)
5. Giri. V.V., **Labour Problems in Indian Industries**, APH Publishers, (Bombay,1958)
6. Grover B.L., &S.Grover , **A New Look at Modern Indian History**, S.Chand & Co., Ltd., (New Delhi, 1999)
7. Mehta Balraj, **Crisis of Indian Economy**, Sterling Publishers Pvt. Ltd., (New Delhi, 1973)
8. Nanda S.P., **Economic and Social History of Modern India**,Anmol Publications Pvt. Ltd., (New Delhi, 1999)
9. Revri C., **Indian Trade Union Movement**, Orient Longman, (Delhi, 1972)
10. Usha Singh, **Economic Thought of Indian Society**, Deep & Deep Publications, New Delhi, 1985

### JOURNALS:

#### International:

1. Scientific American, Scientific American, a division of Nature America, Inc.**ISSN:** 00368733
2. 2. Political Science Quarterly, The Academy of Political Science, **ISSN:** 00323195

#### National:

1. The History Teacher, Society for History Education, **ISSN:** 00182745
2. The Indian Journal of Political Science, Indian Political Science Association, **ISSN:** 00195510

## E-LEARNING RESOURCES:

1. <https://theindusvalleycivil.weebly.com/economic-system.html>
2. <http://www.historydiscussion.net/empires/the-history-of-the-mauryan-empire-in-india/622>
3. <http://www.historydiscussion.net/history-of-india/economic-condition-during-the-period-of-the-sultanate/2720>
4. <http://www.historydiscussion.net/british-india/economic-impact-of-the-british-rule-in-india-indian-history/6317>
5. <https://www.cambridge.org/core/books/cambridge-economic-history-of-india/indian-economy-since-independence-194770/4E2D15E527381CFCE1FBA68880F774E2>

## COURSE OUTCOMES

CO No.	CO Statement
CO 1	Identify the growth of pre-historic society through economy.
CO 2	Analyse polity, economy and challenges in ancient India.
CO 3	Discuss changes in economic policies and its challenges in the medieval period.
CO 4	Critically look British Indian economic policies and its impacts.
CO 5	Assess the contemporary economic situation.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	3	2	3
CO2	2	3	2	2	2	2
CO3	2	2	2	2	2	2
CO4	3	2	2	2	2	3
CO5	2	2	2	2	2	2
Average	2.4	2.2	2	2.2	2	2.4

## Teaching Methodology

Lecture (chalk and talk – OHP – LCD)  
Flipped Learning/ Blended class room – E- content, Videos  
Problem solving – Group discussion – Role Modelling  
Quiz – Seminar  
Peer learning  
Field visits  
Self-study papers

## Question Paper Pattern

### End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	



## **INDIA UNDER COMPANY RULE (1757–1857)**

**TEACHING HOURS: 75**  
**CODES: 4P21/2C/ICR**

**CREDITS: 4**  
**L T P: 4 1 0**

### **Course Objectives**

Enables the students to

- understand the events tracing the foundation of British rule in India
- appreciate the Indian rulers vigor to fight for their land
- make aware of the British policy towards India
- analyse the wars between India and British
- gain knowledge of Indian leaders in revolt.

### **COURSE OUTLINE:**

<b>Unit - 1</b>	<b>Foundation of the British Rule in India</b>	<b>15 hrs</b>
1.1	Advent of the English – Battle of Plassey, 1757	
1.2	Battle of Buxar – 1764 – Robert Clive - Dual Government	
1.3	Clive as the Founder of the British Rule in India	
<b>Unit - 2</b>	<b>Policies for consolidation of the Company's rule</b>	<b>15 hrs</b>
2.1	Warren Hastings – Regulating Act – Pitt's India Act	
2.2	Cornwallis – Permanent Revenue Settlement	
2.3	Wellesley – Subsidiary Alliance - Dalhousie – Doctrine of Lapse	
<b>Unit - 3</b>	<b>Native Resistance to the Company's Rule</b>	<b>15hrs</b>
3.1	Haider Ali – Tipu Sultan - Anglo-Mysore Wars	
3.2	Ranjit Singh - Anglo-Sikh Wars	
3.3	Tribal and Peasant struggles upto 1857	
<b>Unit – 4</b>	<b>Rise of Marathas</b>	<b>15 hrs</b>
4.1	Peshwas – Anglo-Maratha Wars	
4.2	Impact of the rule of Marathas	
4.3	Causes for the defeat of the Native Rulers.	
<b>Unit - 5</b>	<b>Revolt of 1857</b>	<b>15hrs</b>
5.1	Nature of the Revolt - Causes – Political – Social – Economic and Military - Course	
5.2	Martyrs - Mangal Pandey -Nanasaheb – Tantia Tope – Rani Laxmi Bai	
5.3	Causes for the failure of the Revolt - Consequences of the Revolt- End of Company rule	

### RECOMMENDED TEXTBOOKS:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	History of British Rule in India	Gupta Murari	Atlantic Publishers	2002
2.	Modern India	Khurana, K.L	Surjeet Publications	2011
3.	Plassey to Partition	Shekar Bandopadhyaya	Sterling Publishers	2008

### REFERENCE BOOKS:

1. Banerjee, A.C. **Anglo Sikh Relations**, (New Delhi, 1970).
2. Bearce, G.D., **British Attitude towards India**, (London, 1961).
3. Gense, James H, **History of India from the earliest times to the present day**, (New Delhi, 1998).
4. Gordon, S., **New Cambridge History of India**, (New Delhi, 2000).
5. Malleson, **History of Indian Mutiny**, (London, 1981).
6. Ramsay Muir, **Making of British India**, (United Kingdom, 1915).
7. Roberts, P.E. **India under Wellesley**, (Gorakhpur, 1961).
8. Sharamā, Rādhā, **Contemporary and Later Perspectives on Maharaja Ranjit Singh**, (Amristar, 2007).
9. Khake, Col. Anil, **Marathas' Struggle for Empire: Anglo-Maratha Wars, 1679-1818**, (Mumbai, 2001).
10. Bowring ,Lewin Bentham., **Haidar Ali and Tipu Sultan, and the Struggle with the Muslim Powers of the South**, (New Delhi, 2001).

### JOURNALS:

#### International:

1. American Journal of Sociology, The University of Chicago Press, **ISSN: 00029602**
2. The Journal of Asian Studies, Association for Asian Studies, **ISSN: 00219118**

#### National:

1. Economic and Political Weekly, Economic and Political Weekly, **ISSN: 00129976**
2. Indian Literature, Sahitya Akademi, **ISSN: 00195804**

### E-LEARNING RESOURCES:

1. <http://southasia.ucla.edu/>
2. <https://www.britannica.com/event/Battle-of-Plassey>
3. <http://www.preservearticles.com/history/essay-on-the-impact-of-british-rule-on-indian-administration/12394>
4. <https://learn.culturalindia.net/the-maratha-empire.html>
5. <https://www.thoughtco.com/sepoy-mutiny-of-1857-1774014>

## COURSE OUTCOMES

CO No.	CO Statement
CO 1	Explain advent of Modernity and the resulting changes on Indian society.
CO 2	Critically evaluate the British administration and its impacts on the Indian, society, economy and culture.
CO 3	Analyse challenges to foreign system by Indians.
CO 4	Evaluate the power of local Indian rulers and the impact of their struggle against foreign rule.
CO 5	Demonstrate on Indian socio-economic and political situation and the struggle for rights in British India.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	2	2
CO2	3	2	2	2	2	3
CO3	2	2	2	2	3	2
CO4	2	3	2	2	2	2
CO5	2	3	2	2	2	3
Average	2.4	2.4	2	2	2.2	2.4

## Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

## Question Paper Pattern

### End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **HISTORY OF JAPAN**

**TEACHING HOURS: 90**

**CREDITS: 4**

**COURSE CODE: 4P21//2C/HOJ**

**L T P : 4 2 0**

### **COURSE OBJECTIVES:**

Enables the students to

- gain knowledge of cultural and political developments of Japan
- analyse the imperialist policies of Japan
- trace their role in world affairs
- assess their downfall and resurgence
- analyse the current issues in Japan

### **COURSE OUTLINE:**

<b>Unit - 1</b>	<b>Introduction to Japan</b>	<b>15 Hrs</b>
1.1	Topography - Historical Background	
1.2	Perry and Harris mission - Feudalism in Japan	
1.3	Meiji Restoration – Reforms of Meiji Era - Modernization of Japan - Constitution	
<b>Unit - 2</b>	<b>Japan upto the First World War</b>	<b>15 Hrs</b>
2.1	First Sino Japanese War - Anglo-Japanese Alliance	
2.2	Russo-Japanese War – Treaty of Portsmouth – Japanese hegemony in the Far East	
2.3	Japan and the Great War – Shantung Ultimatum – Twenty-One Demands - Lansing-Ishii Agreement–Japan in Paris Peace Conference	
<b>Unit – 3</b>	<b>Japan between the World Wars</b>	<b>15 Hrs</b>
3.1	Wilson’s 14 Points - Washington Conference – Causes – Provisions - Results	
3.2	Manchurian Crisis – Causes – Events – Establishment of Manchukuo	
3.3	Second Sino –Japanese War	
<b>Unit – 4</b>	<b>Japan in the Second World War</b>	<b>15 Hrs</b>
4.1	Rise of Militarism in Japan –Japanese Imperialism	
4.2	Japan in the Second World War – Tripartite Pact	
4.3	Attack on Pearl Harbour – Hiroshima -Nagasaki – Surrender and Occupation	
<b>Unit – 5</b>	<b>Contemporary Japan</b>	<b>15 Hrs</b>
5.1	Post War Japan – SCAP – New Constitution – End of Occupation – San Francisco Conference – Security Pact	
5.2	Economic Social and Cultural Development	
5.3	Japan upto 1989 - -Death of Emperor Hirohito	

### RECOMMENDED TEXTBOOKS:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	China and Japan: History, Trends and Prospects	Christopher Hwe	Clarendon Press	1996
2.	History of Far East in Modern Times	Roy S. L.,	S. C. Chand and Company Ltd.	1977
3.	History of Far East	Clyde and Beers	Prentice Hall of India Pvt. Ltd	1966

### REFERENCE BOOKS:

1. Andrew Gordon, **The Modern History of Japan: From Tokugawa times to the Present**, Oxford University Press.
2. Chaurasia, R. S., **History of the Far East**, Forward Book Depot, New Delhi, 2003.
3. David, M. D., **Rise and Growth of Modern Japan**, Himalaya Publishing House, 1989.
4. Katausgra, Paul, H, **South East Asia, Colonial History: High Imperialism (1890s – 1930s)**, Taylor & Francis, 2001.
5. Kenneth G. Henshall, **A History of Japan: From Stone Age to Superpower**, Palgrave Macmillan.
6. Kishimoto Koichi, **Policies in Modern Japan – Moto Akasaka – Minatao – Ku**
7. L. L. Ahmed, **A Comprehensive History of the Far East**, S. Chand and Company Ltd, 1981.
8. Majumdar, R. K., and Srinivasan A. N., **History of Japan**, Surjeet Book Depot, Delhi, 1978.
9. Singh, A. K., **History of East Asia**, APC Publications, 1980.
10. Vincake, **A History of the Far East in Modern Times**, Kalyani Publishers, New Delhi, 1978.

### JOURNALS:

#### International:

1. The Journal of Japanese Studies, JSTOR, **ISSN: 00956848**
2. Contemporary Japan, Taylor and Francis, **ISSN: 1869-2729**

#### National:

1. The Journal of Asian Studies, Cambridge Core, **ISSN: 0021-9118**
2. Indian Journal of Asian Affairs, JSTOR, **ISSN: 09706402**

### E-LARNING RESOURCES:

1. <https://history.state.gov/milestones/1830-1860/opening-to-japan>
2. <https://www.japanistry.com/a-brief-history-of-japan/>
3. [http://afe.easia.columbia.edu/timelines/japan\\_timeline.htm](http://afe.easia.columbia.edu/timelines/japan_timeline.htm)

4. [http://afe.easia.columbia.edu/timelines/japan\\_modern\\_timeline.htm](http://afe.easia.columbia.edu/timelines/japan_modern_timeline.htm)
5. <https://www.britannica.com/place/Japan/Japan-since-1945>

### COURSE OUTCOMES

CO No.	CO Statement
CO 1	Understand the historical background of Japan
CO 2	Assess the developments in Japan till World War I
CO 3	Analyse the situation in Japan between the two World Wars.
CO 4	Evaluate the role of Japan in World War II
CO 5	Critically look at the developments in Modern times.

### MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	1	1	2	2	2
CO2	3	1	2	2	2	2
CO3	3	3	2	2	3	2
CO4	3	3	2	2	3	2
CO5	3	3	3	3	3	3
Average	3	2.2	2	2.2	2.6	2.2

### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visit

Self-study papers

### Question Paper Pattern

#### End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **MUSEOLOGY**

**TEACHING HOURS: 60**

**COURSE CODE: 4P21/2E2/MUS**

**CREDITS: 5**

**L T P : 4 2 0**

### **COURSE OBJECTIVES:**

Enables the students to

- understand the history of museums and kinds of museums.
- gain knowledge of museum administration
- make aware of the museum conservations
- bring awareness of the legislations related to museums
- gain the knowledge about select museums in India

### **COURSE OUTLINE:**

<b>Unit - 1</b>	<b>Introduction to Museums</b>	<b>10 Hrs</b>
1.1	Definition of Museum, Museology and Museography	
1.2	Brief History on the development of Museums in the World and India - Types of Museums - National-State-District	
1.3	Functions of Museum – Collection- Preservation- Exhibition	
<b>Unit - 2</b>	<b>Museum Management</b>	<b>15 Hrs</b>
2.1	Security – Internal and External Security – Fire Safety	
2.2	Storage – Storage Requirements – Storage Materials — Visual Storage	
2.3	Ministry of Culture (Govt. of India) – Administration – Personnel Management	
<b>Unit - 3</b>	<b>Museum Conservation and Legislations</b>	<b>15 Hrs</b>
3.1	Museum Conservation – Preventive Conservation - Curative Conservation	
3.2	Museum Legislations - Global Legislative Measures - Indian Laws regarding Antiquities	
3.3	Para Museum - Museum Society – Museum Lovers Club - Museum Trust	
<b>Unit - 4</b>	<b>Museums in the promotion of Tourism</b>	<b>10 Hrs</b>
4.1	Museums as Tourist attractions - Attendance of Visitors at Museums and Galleries - Activities in Museums	
4.2	Museum Marketing – Product Orientation - Sales Orientation – Marketing Orientation	
4.3	Issues encountered by Museums – Faking – Forgery – Authentication – Art Theft	
<b>Unit - 5</b>	<b>Study of Select Museums in India</b>	<b>10 Hrs</b>
5.1	National Museum, New Delhi - Architecture - Collections-activities	
5.2	Indian Museum, Kolkata – Architecture - Multipurpose Museum -Educational Programmes	
5.3	Government Museum – Fort Museum, Chennai- Architecture-Bronze Gallery- Conservation Gallery Collections- <b>Destination Learning</b>	

### RECOMMENDED TEXTBOOKS:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Museology Heritage Management	Jeyaraj, V, Dr	Director of Museums Government Museum, Tamil Nadu	2005
2.	Fundamentals of Museology	Nigam, M.L	Deva Publications	1985
3.	Administrative problems in the Indian Museums	Satyamurthy, S.T	Maharaja Sayajirao University of Baroda	1963

### REFERENCE BOOKS:

1. Banerjee, N.R., **Museum and Cultural Heritage in India**, (Agam Kala Prakashan, Delhi, 1990).
2. Gary Edson and David Dean, **Handbook of Museums**, (Routledge, London and New York, 2013).
3. Markham, S.F., Hargreaves, H., **The Museums of India**, (Museums Association, London, 1936).
4. Jeyaraj, U., **E. Governance and Citizens**, Museums' Journal, Vol.2003.
5. Sivaramurti, C., **Directory of Museums**, (Government of India, New Delhi, 1959).
6. Agrawala, V.S., **Museum Studies**, (PrithiviPrakashan, Varanashi, 1978).
7. Chaturvedi, H.K., **Problems of Museology Training in India, Studies in Museology**, (Department of Museology, M. S. University of Baroda, 1966).
8. Jeyaraj, V., **Conservation in Museums**, Government Museum, Chennai, 1995.
9. David Burgess, **Chemical Science and Conservation**, (Macmillan, London, 1990).
10. ShobithaPunja, **Museums of India**, (the Guide Book Company Limited, Kong Kong, 1990).

### JOURNALS

#### International:

1. Science New Series, American Association for the Advancement of Science, **ISSN: 00368075**
2. The Journal of American History, Oxford University Press, **ISSN: 00218723**

#### National:

1. India International Centre Quarterly, India International Centre, **ISSN: 03769771**
2. Economic and Political Weekly, Economic and Political Weekly, **ISSN: 00129976**



## E-LEARNING RESOURCES:

1. <https://www.lcsd.gov.hk/en/facilities/facilitieslist/museums/introduction.html>
2. <http://www.indiaculture.nic.in/museum-grant-scheme>
3. <https://www.sciencedirect.com/journal/international-journal-of-museum-management-and-curatorship>
4. <https://unesdoc.unesco.org/ark:/48223/pf0000220143>
5. <https://www.museumsofindia.org/imd2019.php>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Utilize knowledge on Museums and their benefits.
CO 2	Discuss Museum Management and its benefits.
CO 3	Assess global legislative measures and emphasize on the need for Museum conservation.
CO 4	Apply skills for employability by promoting Tourism in Museums.
CO 5	Identify select Museums in India, and provides hands-on experience in Museum Conservation through internships.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	3	2	2
CO2	2	2	2	3	2	2
CO3	2	2	2	3	2	3
CO4	2	2	2	2	2	2
CO5	2	2	2	2	2	2
Average	2	2	2	2	2	2.2

## TEACHING METHODOLOGY

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

## Question Paper Pattern

### End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **HISTORY FOR COMPETITIVE EXAMS**

**TEACHING HOURS: 75**

**COURSE CODE: 4P21/2E1/HCE**

**CREDITS: 3**

**L T P : 3 1 0**

### **COURSE OBJECTIVES:**

Enables the students to

- prepare for the History paper in competitive exams
- study The Indian National Movement
- study The Ancient History Of The World
- analyse The Growth Of Civilizations
- understand The Historical Antecedents Of Current Events

### **COURSE OUTLINE:**

<b>Unit-1</b>	<b>Ancient India</b>	<b>15 Hrs</b>
1.1	Prehistoric-Harappan Civilization-South India-Iron Age-Vedic Age-Pre-Mauryan Period	
1.2	Mauryan Empire-India after the Mauryas - Age of Guptas	
1.3-	Harsha-Smaller kingdoms	
<b>Unit-2</b>	<b>Medieval and Modern India</b>	<b>15 Hrs</b>
2.1	Early Medieval India-Delhi Sultanate-Post Sultanate period-Age of Vijayanagar-Mughal Empire-Divide of Mughals	
2.2	Religion Culture and Architecture -Delhi Sultanate – Mughals – Vijayanagar	
2.3	Entry of Europeans-British Expansion and Consolidation-British Policies and Administration	
<b>Unit-3</b>	<b>National Movement in India</b>	<b>15 Hrs</b>
3.1	Pre Congress-Indian National Congress, 1885-1905-Early Nationalists-Rise of Militant Nationalism-Rise of Revolutionary Terrorism-Swadeshi Movement-Surat Split of 1907-Indian Councils Act of 1909	
3.2	Muslim League-First world War and Independence-Gandhi and his thoughts-Rowlatt Act-Non Co-operation Movement -Emergence of Communists-Subash Chandra Bose and Jawaharlal Nehru -Simon Commission and Nehru Report-Peasant Movements and revolutionary Terrorism	
3.3	Civil Disobedience-First and Second Round Table Conference -Growth of Socialist Forces-Muslim League and Communalism-Formation of Forward Bloc-Quit India-INA-Wavell Plan-Simla Conference-Independence-Partition	
<b>Unit-4</b>	<b>Ancient and Medieval World</b>	<b>15 Hrs</b>
4.1	Ancient & Medieval civilization: Greek, India, Arab	
4.2	Renaissance & Feudalism: Medieval Feudalism, Reformation, Renaissance	

- 4.3 Age of Revolution: Industrial revolution, American war of independence, French revolution

**Unit-5 Modern World 15 Hrs**

- 5.1 Imperialism: Geographical Discoveries & Imperialism, ASIA, Imperialism in Africa
- 5.2 Twentieth Century - Age of Conflict: First World War, Russian Revolution, League of Nations, Dictatorship in Europe, United Nations Organization
- 5.3 Emancipation of Asia & Africa-World after Second World War: Cold War, Progress in Science & Technology, Globalization

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Modern Indian History	Mohammed Tariq	Tata Mc-Graw Hill	2005
2.	Jawaharlal Nehru	Jawaharlal Nehru	Penguin	2008
3.	History of Modern india	Bipan Chandra	Orient Blackswan,	2009

**REFERENCE BOOKS:**

1. Quick History for Competitive Exams, (Disha Publications,2007)
2. G K Puri and Gopal K, **Indian History for Civil Services Exams**(IIMS Publications, 2003)
3. Ramachandra Guha, **India After Gandhi**, (Pan Macmillan 2008)
4. R S Sharma **India's Ancient past**, (OUP,2006)
5. Pritam Singh Bright, **Objective Indian History**, (Bright Publications)
6. Peggy J Martin, **Five Steps to AP World history** (McGraw-Hill, 2010)
7. Norman Lowe, **Mastering Modern World History** (Macmillan, 2013)
8. John J Butt, **The Greenwood Dictionary of World History**, (Greenwood Publishing,2006)
9. Pratyogita Darpan, **Indian History Medieval India**
10. Pratyogita Darpan, **GeneralStudies Indian History**
11. Objective Indian History, Pritam Singh Bright, Bright Publications, 1936

**JOURNALS:**

**International:**

1. The American Historical Review, Oxford University Press, **ISSN:** 00028762
2. Israel Studies, Indiana University Press, **ISSN:** 10849513

**National:**

1. Annals of the Bhandarkar Oriental Research Institute, Bhandarkar Oriental Research Institute, **ISSN:** 03781143
2. Social Scientist, Social Scientist, **ISSN:** 09700293

**E-LEARNING RESOURCES:**

1. <https://www.culturalindia.net/indian-history/ancient-india/index.html>
2. <https://knowindia.gov.in/culture-and-heritage/medieval-history.php>
3. <https://nios.ac.in/media/documents/SecSocSciCour/English/Lesson-08.pdf>
4. <https://www.theguardian.com/education/2013/jul/11/ancient-greece-cultural-hybridisation-theory>
5. <https://www.theguardian.com/world/2009/sep/11/second-world-war-rebuilding>

**COURSE OUTCOMES**

CO No.	CO Statement
CO 1	Explain the Indian civilization and assess the development of society, polity and culture in the ancient period.
CO 2	Identify the shift in culture, polity and economy in Medieval India.
CO 3	Critically assess British policies in India and the social response of Indians towards them.
CO 4	Compare the ancient and medieval world.
CO 5	Analyse the contemporary world in relation to its developments and challenges.

**MAPPING OF CO WITH PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2
CO2	2	3	2	2	2	3
CO3	2	3	2	2	2	3
CO4	3	3	2	2	2	3
CO5	3	2	2	2	2	2
Average	2.4	2.6	2	2	2	2.6

**Teaching Methodology**

Lecture (chalk and talk – OHP – LCD)  
 Flipped Learning/ Blended class room – E- content, Videos  
 Problem solving – Group discussion – Role Modelling  
 Quiz – Seminar  
 Peer learning  
 Field visits  
 Self-study papers

**Question Paper Pattern****End Semester Examination**

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

**COURSE PROFILE****SEMESTER III**

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CRDITS</b>	<b>CA</b>	<b>SE</b>	<b>T</b>
<b>III</b>	<b>4P21/3C/COW</b>	<b>Core 9</b>	<b>Contemporary World</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>	<b>4P21/3C/WPT</b>	<b>Core 10</b>	<b>Western Political Thought</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>	<b>4P21/3C/IHN</b>	<b>Core 11</b>	<b>India and her Neighbours</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>	<b>4P21/3E3/FMI</b>	<b>Elective 3</b>	<b>Freedom Movement in India</b>	<b>4</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>	<b>4P21/3E4/ARK</b>	<b>Elective 4</b>	<b>Archives Keeping</b>	<b>4</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>	<b>4P21/3E2/GKC</b>	<b>Extra Disciplinary Elective 2</b>	<b>General Knowledge for Competitive Exams</b>	<b>4</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>	<b>4P21/3S/HOC</b>	<b>Soft Skill 3</b>	<b>History of Chennai</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>50</b>	<b>50</b>
<b>III</b>	<b>4P21/4C/IHI</b>	<b>Self Study</b>	<b>Intellectual History of India</b>		<b>2</b>			
			<b>Total</b>	<b>30</b>	<b>23</b>			

## **CONTEMPORARY WORLD HISTORY**

**TEACHING HOURS: 75**

**COURSE CODE: 4P21/3C/COW**

**COURSE OBJECTIVES**

**CREDITS: 4**

**L T P : 4 1 0**

Enables the students to

- understand the role of the UNO in the contemporary world
- analyse the causes course and result of the cold war
- study the impact of post-cold war politics in the world
- comprehend the role of various regional associations
- analyse the current issues in world politics

### **COURSE OUTLINE:**

<b>Unit-1</b>	<b>United Nations Organisation</b>	<b>15 Hr</b>
1.1.	UNO: Origin – Principal Organs – Achievements & Failures	
2.1	India’s Role in UN Peace-Keeping	
2.3	Specialized Agencies of UNO-Disarmament: Meaning–NPT–SALT–START–CTBT–UN and Disarmament	
<b>Unit-2</b>	<b>Cold War and Theatres of Action</b>	<b>15 Hrs</b>
2.1	Cold war Era: Meaning – Emergence of two Blocs – Integration of West Europe and US Strategy-Communist East Europe	
2.2	Truman Doctrine – Beginnings of Containment-Marshall Plan–NATO–SEATO –CENTO–Molotov Plan–Warsaw Pact.	
2.3	Theatres–The Berlin blockade–The Korean War–Cuban Missile Crisis–Emergence of Third World–End of the Cold War	
<b>Unit-3</b>	<b>Post-Cold War Politics</b>	<b>15 Hrs</b>
3.1	Post-Cold War era: Disintegration of USSR – Gorbachev – Glasnost – Perestroika Reunification - of Germany- Fall of Socialism in Eastern Europe	
3.2	Middle East: the Palestine Question-Nasser-Pan-Arab Nationalism-Arab-Israeli Dispute-Revolution in Iran	
3.3	Africa: Colonial Legacy-Rise of Nationalism-Struggle for Independence	
<b>Unit-4</b>	<b>Regional Associations-Origins and Assessment</b>	<b>15 Hrs</b>
4.1	European Union: Formation–Origin-Constitution and Objectives- BREXIT - NAFTA-African Union- Organisation of Islamic Countries- Group of 7-BRICS	
4.2	NAM-origin-achievements and failures	
4.3	ASEAN: Constitution –Objectives and Achievements. SAARC: Origin–Principles–Objectives and Achievements	
<b>Unit-5</b>	<b>Contemporary Issues in World Politics</b>	<b>15 Hrs</b>
5.1	Globalization-Definition-Impact on the Third World- Role of International Organisations-IMF-WTO-GATT–GATS	
5.2	Environment: Rio de Janeiro Summit–Greenpeace Movement–Kyoto Protocol– Climate Change Debates-Climate Refugees	

- 5.3 Terrorism: Challenges to security-World Trade Bombings and after-Terrorism and Human Rights - Refugee Problem and Challenges – Challenges in the health sector – COVID 19 and its impact on world economy and politics.

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Contemporary World History	William J Duiker	Tata Mc-GrawHill	2014
2.	International Relations	Peu Ghosh	PHI Learning	2013 3 <sup>rd</sup> Edition
3.	International Relations Since 1945: A Global History	John W Young, John Kent	Orient Blackswan,	2004

**REFERENCE BOOKS:**

- 1) Palmer and Perkins, **International Relations: The World Community in Transition**, (Macmillan,1960)
- 2) Fraser J Harbutt, **The Iron Curtain: Churchill, America & the Origin of the Cold War**, (OUP,1988)
- 3) Hans J. Morgenthau and Kenneth W Thompson, **Politics Among Nations: The Struggle for Power and Peace**, (McGraw-Hill, 1985)
- 4) Vinay Kumar Malhotra **International Relations**, (Anmol Publications, 2002)
- 5) Lowe, Norman, **Mastering Modern World History**, (Macmillan,2013)
- 6) Asit Kumar Sen, **International Relations since World War I**, (S. Chand,1967)
- 7) Stephanie Lawson, **Short Introduction to International Relations**, (John Wiley&Sons, 2017)
- 8) Aneek Chatterjee, **World Politics**, (Pearson Education 2012)
- 9) Christopher Riches, Jan Palmowski, **A Dictionary of Contemporary World History**, (OUP, 2016)
- 10) Brian Brivati et.al, **The Contemporary History Handbook**, (Manchester University press, 1996)

**JOURNALS:**

**International:**

1. International Security, The MIT Press, **ISSN: 01622889**
2. Policy Perspectives Pluto Journals, **ISSN: 18121829**

**National:**

1. The Indian Journal of Political Science Indian Political Science Association **ISSN: 00195510**
2. India Quarterly, Sage Publications, Ltd. **ISSN: 09749284**

## E-LEARNING RESOURCES:

1. <https://www.un.org/en/sections/where-we-work/>
2. <https://www.history.com/topics/cold-war/cold-war-history>
3. <https://history.state.gov/milestones/1989-1992/collapse-soviet-union>
4. <https://www.wattpad.com/3139205-factors-for-the-growth-of-african-nationalism>
5. <https://www.weforum.org/agenda/2019/04/an-economist-explains-the-pros-and-cons-of-globalization-b2f0f4ae76/>

## COURSE OUTCOMES

CO No.	CO Statement
CO 1	Identify contemporary issues in the world and enlightens on the role of UNO in promoting peace.
CO 2	Discuss the bipolar situation after World Wars, and the global consequences of Cold War.
CO 3	Assess the post cold war politics and the fight for Nationalism across the world.
CO 4	Compare regional associations in the world and helps to evaluate their role in developments and in fighting common problems.
CO 5	Analyse major issues in contemporary world politics.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	2	2
CO2	3	2	2	2	2	2
CO3	3	2	2	2	2	2
CO4	2	2	2	2	2	2
CO5	2	2	2	2	2	2
Average	2.6	2	2	2	2	2

## Teaching Methodology

Lecture (chalk and talk – OHP – LCD)  
Flipped Learning/ Blended class room – E- content, Videos  
Problem solving – Group discussion – Role Modelling  
Quiz – Seminar  
Peer learning  
Field visits  
Self-study papers

## Question Paper Pattern

### End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	



## **WESTERN POLITICAL THOUGHT**

**TEACHING HOURS: 90**

**CREDITS: 4**

**COURSE CODE: 4P21/3C/WPT**

**L T P : 4 2 0**

### **COURSE OBJECTIVES:**

Enables the students to

- appreciate the origins of political thought
- understand the history of Roman and Medieval thought
- study the legacy of Enlightenment thinkers
- analyse the influence of Utilitarianism and German thinkers
- comprehend the contributions of Marxist philosophers

### **COURSE OUTLINE:.**

<b>Unit-1</b>	<b>Greek Thinkers and Concepts</b>	<b>15 Hrs</b>
1.1	Legacy of the Greeks- Socrates- Plato -Aristotle	
1.2	Greek view of Political Institutions-Politics, Justice and Equality	
1.3	Stoics-Skeptics-Epicureans	
<b>Unit-2</b>	<b>Roman Philosophers and Medieval Thinkers</b>	<b>15 Hrs</b>
2.1	Machiavelli- Prince, Discourses, Human nature, Religion, Ethics and Politics	
2.2	Cicero- The Republic, The Laws-Seneca –Marcus Aurelius-Pliny	
2.3	St. Augustine-State and Church-Thomas Aquinas-classification of laws	
<b>Unit-3</b>	<b>Enlightenment School and Concepts</b>	<b>20 Hrs</b>
3.1	Hobbes-Leviathan-Theory of Social Contract, Sovereignty, and Individualism.	
3.2	Locke -Natural Law, Natural Rights, Social Contract, Liberalism	
3.3	Montesquieu-Spirit of the Laws- Rousseau-Social Contract, General Will.	
<b>Unit-4</b>	<b>Utilitarian and Dialectic Tradition</b>	<b>20 Hrs</b>
4.1	Bentham-Utilitarianism, Liberty	
4.2	J.S Mill – Liberty, Representative Government	
4.3	Hegel-Dialectics, State.	
<b>Unit-5</b>	<b>Communist School of Thought</b>	<b>20 Hrs</b>
5.1	Marx : Dialectical Materialism, Historical Materialism, Class Struggle, State and Revolution	
5.2	Rosa Luxemburg-Accumulation of Capital-Lenin: Imperialism: The Highest Stage of Capitalism	
5.3.	Antonio Gramsci-Hegemony, Education, Civil society	

### RECOMMENDED TEXTBOOKS:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Western Political Thought	Urmila Sharma, S.K. Sharma	Atlantic Publishers	2006
2.	Western Political Thought: From Plato to Marx	Jha	PHI Learning	2010
3.	Western Political Thought: From Socrates to the Age of Ideology	Brian R Nelson	Waveland Press	2015

### REFERENCE TEXTBOOKS:

1. F.W. Coker, **Recent Political Thought**, (The World Press., 1971)
2. A. Hacker, **Political Theory: Philosophy, Ideology, Science**, (1961, 1961)
3. J.H. Hallowell, **Main Currents in Modern Political Thought**, (Holt,1960)
4. George, H. Sabine, **A History of Political Theory**, (Oxford and I.B.H. Publishing, 1973)
5. D.Germino, **Modern Western Political Thought: Machiavelli to Marx**, (Chicago University Press, 1972)
6. Bhandari, **History of European Political Philosophy**,(Bangalore Press, 1994)
7. Dunning W.A. **History of Political Theories from Rousseau to Spencer**, (Central Book Depot, 1970)
8. R.C. Gupta, **Western Political Thought**, (Lakshmi Narain Agarwal, 2004)
9. Sharma, R.P., **Western Political Thought (Plato to Hugo)**, (Sterling publications, 1984)
10. Vijayaraghavan, S., and S. Jayaram, **Political Thought**, (Sterling Pub, 1981)

### JOURNALS:

#### International:

1. Comparative Literature Studies, Penn State University Press, **ISSN:** 00104132
2. The American Political Science Review, American Political Science Association, **ISSN:** 00030554

#### National:

1. History of Political Thought, Imprint Academic Ltd., **ISSN:** 0143781X
2. The Indian Journal of Political Science, Indian Political Science Association, **ISSN:** 00195510

### E-LEARNING RESOURCES:

1. <https://plato.stanford.edu/entries/ancient-political/>
2. <https://oll.libertyfund.org/pages/major-political-thinkers>
3. <http://socialistreview.org.uk/347/lenins-political-thought>
4. <https://www.utilitarianism.com/utilitarianism.html>
5. <https://www.marxists.org/glossary/terms/d/i.htm>

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Analyse ancient Greek society and to appreciate the origin of political institutions and concepts like Polity, Justice and Equality.
CO 2	Identify historical background of the Romans and appreciates contributions of its political thinkers.
CO 3	Explain popular political concepts and theories across the world.
CO 4	Assess the Utilitarian and Dialectic traditions.
CO 5	Discuss Communist philosophy and the struggle to establish a class-less society.

**MAPPING OF CO WITH PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2
CO2	2	2	2	2	2	2
CO3	3	2	2	2	2	2
CO4	2	2	2	2	2	2
CO5	2	2	2	2	2	2
Average	2.2	2	2	2	2	2

**Teaching Methodology**

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

**Question Paper Pattern****End Semester Examination**

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **INDIA AND HER NEIGHBOURS**

**TEACHING HOURS: 75**

**COURSE CODE: 4P21/3C/IHN**

**CREDITS: 4**

**L T P : 4 1 0**

### **COURSE OBJECTIVES:**

Enables the students to

- understand the boundaries and neighbouring countries of India.
- analyse the strategic relationship of India with her neighbours.
- evaluate the benefits and potentials of the foreign relations.
- critically look at the challenges and threats from the neighbouring countries.
- develop ideas for a safe and peaceful future relations with the neighbours.

### **COURSE OUTLINE:.**

<b>Unit-1</b>	<b>India and her Neighbours – an introduction</b>	<b>15 Hrs</b>
1.1	The Indian Sub continent – strategic location - Neighbouring countries	
1.2	Determinants of India’s Foreign Policy – Historical, geographical and economic factors	
1.3	Ideologies – World peace – anti-colonialism – anti-racism – Panch Sheel - NAM	
<b>Unit – 2</b>	<b>Relations with Pakistan, Bangladesh and Afghanistan</b>	<b>15 Hrs</b>
2.1	India and Pakistan – Migration and border disputes – issue of Kashmir – Indo-Pak. War, 1971 - Tashkent and Shimla Agreement – Delhi Declaration – recent challenges.	
2.2	India and Bangladesh – Farrakha Barrage issue - Migrants and border issues – Chakma refugees –Indo-Bangla Ganga Accord - economic ties – Teesta Water sharing – Tipaimukh Dam controversy - Bangladesh-China connection.	
2.3	Indo-Afghan relations – Treaty of Friendship – Taliban – Northern Alliance – bilateral trade – reconstruction aids – economic co-operation.	
<b>Unit - 3</b>	<b>Ties with Sri Lanka, Nepal and Bhutan</b>	<b>15 Hrs</b>
3.1	India and Sri Lanka – Ancient ties - Ethnic problem – Nehru-Kotelewala Pact – Sirimavo-Shastri Pact - peace process - IPKF – Indo-Sri Lankan Pact - repatriation - resettlement of Tamil IDPs – Katchatheevu issue - economic ties – Influence of China and Pakistan.	
3.2	India and Nepal – Treaty of Peace and Friendship, 1950 – China-Nepal ties – Trade and Transit Agreement – Communist Government in Nepal – Gujral Doctrine – Kalapani dispute – Defence and cultural co-operation – recent issues and challenges.	
3.3	India and Bhutan – Insurgency in north-eastern States – Operation All Clear – Gorkhaland problem – Indo-Bhutan Trade Treaty, 1972 – Chukha Hydropower Project Agreement – Extradition Treaty – Golden Jubilee Rail Line – recent connections.	
<b>Unit- 4</b>	<b>Strategic relations with China, Burma and Maldives</b>	<b>15 Hrs</b>

- 4.1 India and China – Nehru and Chou-en-Lai – Panch Sheel Agreement - strains and process of normalization – Tibetan issue – Indo-China War, 1962 – border disputes – economic co-operation – water sharing politics – China’s influential relations with other Asian nations – recent challenges.
- 4.2 India and Burma (Myanmar) – cultural contacts – economic relations – Security and Growth for All in the Region (SAGAR) - strategic co-operation
- 4.3 India and Maldives – Maritime Treaty, 1976 - political and cultural ties – Operation Cactus – economic and defence ties – recent events.

**Unit - 5 Trends in India’s relations with Neighbours 15 Hrs**

- 5.1 India’s Look East Policy – political, economic and defence ties.
- 5.2 India’s role in NAM – SAARC – SAPTA – BIMSTEC - BBIN
- 5.3 Recent trends and challenges – “Neighbourhood first” approach.

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	International Relations in the changing world	Joseph Frankel	OUP	1993
2.	Stability and growth in South Asia	Sumita Kumar	Pentagon	2014
3.	International Relations	Peu Ghosh	PHI Learning	2016

**REFERENCE BOOKS:**

- 1) Jyotindra Nath Dixit, **The Foreign Policy of India and her Neighbours.** (New Delhi, 1995).
- 2) Sumit Ganguly, **India’s Foreign Policy: Retrospect and Prospect,** (New Delhi, 2012).
- 3) J. Bandhopadhyaya, **The Making of India’s Foreign Policy,** (Mumbai, 2003).
- 4) Nancy Jetly and Rajendra Prasad, **India's Foreign Policy: Challenges and Prospects,** (New Delhi, 1999).
- 5) V.P. Dutt : **India’s Foreign Policy,** (New Delhi, 1984).
- 6) T. Ramakrishna Reddy: **India’s Policy in the United Nations,** (New Jersey, 1968).
- 7) Harish Kapur : **India’s Foreign Policy, 1942-92,** (New Delhi, 1994).
- 8) Shukla, Subash, **Foreign Policy of India,** (New Delhi, 2007).
- 9) C. Raja Mohan, **Crossing the Rubicon: The Shaping of India's New Foreign Policy,** (New Delhi, 2005).
- 10) K.P. Mishra , **Studies in Indian Foreign Policy,** (New Delhi, 1969).

**JOURNALS:**

**International:**

1. India Quarterly, a Journal of International Affairs, Sage Publications, **ISSN:** 0974-9284
2. Journal International Relations and Foreign Policy, **ISSN:** 2333-5866

**National:**

1. Economic and Political Weekly, **ISSN:** 0012-9976.
2. Jadavpur Journal of International Relations, Sage Publications, **ISSN:** 0973-5984

## E-LEARNING RESOURCES:

1. <https://mea.gov.in/in-focus-article.htm?20349/History+and+Evolution+of+NonAligned+Movement>
2. [https://mea.gov.in/Portal/ForeignRelation/Bilateral\\_Brief\\_POK\\_feb\\_2020.pdf](https://mea.gov.in/Portal/ForeignRelation/Bilateral_Brief_POK_feb_2020.pdf)
3. [https://mea.gov.in/Portal/ForeignRelation/IndSriLanka\\_2019.pdf](https://mea.gov.in/Portal/ForeignRelation/IndSriLanka_2019.pdf)
4. [https://mea.gov.in/Portal/ForeignRelation/China\\_October\\_2017.pdf](https://mea.gov.in/Portal/ForeignRelation/China_October_2017.pdf)
5. <https://www.saarc-sec.org/>

## COURSE OUTCOMES

CO No.	CO Statement
CO 1	Understand the origin of India's Foreign Policy.
CO 2	Examine the relations of India with Pakistan, Bangladesh and Afghanistan.
CO 3	Assess the Indian ties with Sri Lanka, Nepal and Bhutan.
CO 4	Critically look into the relations with China, Burma and Maldives.
CO 5	Analyse the trends in India's foreign policy.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	3	2	3	3	2
CO2	3	3	2	2	3	2
CO3	3	3	2	2	3	2
CO4	3	3	2	2	3	2
CO5	3	3	2	3	3	3
Average	3	3	2	2.4	3	2.2

## Teaching Methodology

Lecture (chalk and talk – OHP – LCD)  
Flipped Learning/ Blended class room – E- content, Videos  
Problem solving – Group discussion – Role Modelling  
Quiz – Seminar  
Peer learning  
Field visits  
Self-study papers

## Question Paper Pattern

## End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **FREEDOM MOVEMENT IN INDIA**

**TEACHING HOURS:60**

**CREDITS: 3**

**COURSE CODE: 4P21/3E3/FMI**

**L T P : 3 1 0**

### **COURSE OBJECTIVES:**

Enables the students to

- trace the growth of nationalism in India
- identify the various stages of nationalism
- understand the major movements that took place in the freedom struggle
- analyse the reasons for the partition of India
- comprehend the achievement of Independence

### **COURSE OUTLINE:**

- |                 |                                                                                                                                                                                                                   |               |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Unit - 1</b> | <b>Factors leading to Nationalism</b>                                                                                                                                                                             | <b>10 hrs</b> |
| 1.1:            | Imperial Structure and Policies-Viceregal Attitudes-Foreign Policy-Financial and Administrative Powers-Local Self-Government and Reform-Divide and Rule-Racism                                                    |               |
| 1.2:            | Drain of Wealth-De-industrialisation-Commercialisation of Agriculture-land Relations-Foreign Capital-Indian Capitalist Development                                                                                |               |
| 1.3:            | Social Roots of Nationalism- Education - Hindu reform and Revival-Aligarh Movement-Sir Syed Ahmed Khan- Press and Patriotic Literature-Foundations of INC-Moderate Phase-Rise of Extremism                        |               |
| <b>Unit - 2</b> | <b>Growth of Indian National Congress 1905-1917</b>                                                                                                                                                               | <b>15hrs</b>  |
| 2.1:            | Viceroy Curzon and his policies-Swadeshi Movement-Extremism in other provinces-Surat Split                                                                                                                        |               |
| 2.2:            | Minto -Morley Reforms-Muslim League-Revolutionary Terrorism                                                                                                                                                       |               |
| 2.3:            | Home Rule Movement- Lucknow Session – Lucknow Pact - Impact of World War                                                                                                                                          |               |
| <b>Unit – 3</b> | <b>Era of Mass Movements: 1917-1939</b>                                                                                                                                                                           | <b>15 hrs</b> |
| 3.1             | Montague-Chelmsford Reforms - Emergence of Gandhi –Rowlatt Act – Jallianwala Bagh Massacre - Non Cooperation Movement and Khilafat Movement : Ali Brothers- Chauri Chaura- No Changers-Swaraj Party               |               |
| 3.2:            | Popular Movements: Peasant and Tribal Revolts -Gandhi: Champaran, Kheda- Ahmedabad Nagpur-Barsad and Vaikom- Emergence of Communists-Simon Boycott and Labour Upsurge-Bardoli Satyagraha-Poorna Swaraj Resolution |               |
| 3.3:            | Civil Disobedience Movement1930-1934: Dandi March-Phases of Civil Disobedience- -Round Table Conferences -Gandhi-Irwin Pact– Government of India Act 1935 - Congress Ministries                                   |               |
| <b>Unit – 4</b> | <b>World War and the Political Movements 1939-1945</b>                                                                                                                                                            | <b>10 hrs</b> |
| 4.1             | World War and Politics: Muslim League and the Demand for Pakistan- Two Nation theory – Role of Mohammed Ali Jinnah-Congress Response-Cripps Mission                                                               |               |

- 4.2: Quit India Movement: War and the Indian Economy-Advance of the Muslim League-
- 4.3 Azad Hind Fauj- Simla Conference-INA Trials-RIN Mutiny

**Unit - 5 India on the Threshold of Independence 10 hrs**

- 5.1: Cabinet Mission – Communal Violence-Bengal Bihar and Punjab-Role of the Mahatma-Peasant Uprisings-Thebaga-PunnappaVylar-Telengana
- 5.2: CR Formula 1944 – Wavell Plan 1945
- 5.3: The Mountbatten Plan – Integration of States-Role of Sardar Patel-The Indian Independence Act, 1947

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Modern India, 1885-1947	Sumit Sarkar	Macmillan	1983
2.	India's Struggle For Independence	Chandra, Bipan	Westview Press	1989
3.	History of Modern India	Keswani,K.B.A	Waveland Press	1986

**Reference Books**

1. Abel, M., Glimpses of Indian National Movement, (Hyderabad, 2005).
2. Agarwal,R.C., Constitutional Development and national Movement of India, (Calcutta, 2005).
3. Ahluwalia.M.M, Freedom Struggle in India, 1858 to 1909, (Delhi, 1965).
4. Chand, Tara. History of Freedom Movement in India, (New Delhi, 1992).
5. Goswami,A., Freedom Struggle of India-Quiz Book, (New Delhi, 2006).
6. Heehs,Peter, India's Freedom Struggle, 1857-1947: A Short History, (London, 1988).
7. Kapoor Gurubaksh Singh, Refresher Course in British rule in India, New Deli, 2000.
8. Mahajan V.D., Constitutional History of India., (New Delhi, 1998).
9. Sen,S.N, History Of Freedom Movement In India (1857-1947), (New Delhi, 1989).
10. Mahajan, V.D., Modern India, (New Delhi, 1987).

**JOURNALS:**

**International:**

1. Pacific Affairs, Pacific Affairs, University of British Columbia, **ISSN:** 0030851X
2. Economic and Political Weekly, Economic and Political Weekly**ISSN:** 00129976

**National:**

1. Journal of Contemporary History, Sage Publications, Ltd.,**ISSN:** 00220094
2. Journal of the Indian Law Institute, Journal of the Indian Law Institute,**ISSN:** 00195731



### E-LEARNING RESOURCES:

1. <http://www.historydiscussion.net/history-of-india/growth-of-indian-nationalism-10-factors/3184>
2. <https://www.thebetterindia.com/18248/most-powerful-social-citizens-movements-in-india/>
3. [http://pu.edu.pk/images/journal/studies/PDF-FILES/Artical-9\\_v15\\_no1.pdf](http://pu.edu.pk/images/journal/studies/PDF-FILES/Artical-9_v15_no1.pdf)
4. <https://www.biographyonline.net/indian-independence-movement/>
5. [https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/p/Political\\_integration\\_of\\_India.htm](https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/p/Political_integration_of_India.htm)

### COURSE OUTCOMES

CO No.	CO Statement
CO 1	Analyse the political and economic causes for nationalism in India.
CO 2	Critically look at the British administrative policies and enables analysis of the Indian struggle through political associations.
CO 3	Assess the emergence of mass movements and anti-British activities.
CO 4	Evaluate the Indian society in various political movements and wars.
CO 5	Demonstrate on Indian Independence struggle and the resulting achievements.

### MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	2	2
CO2	2	2	2	2	2	2
CO3	2	2	2	2	2	2
CO4	3	2	2	2	2	2
CO5	2	2	2	2	2	2
Average	2.4	2	2	2	2	2

### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

### Question Paper Pattern

### End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **ARCHIVES KEEPING**

**TEACHING HOURS: 60**

**CREDITS: 3**

**COURSE CODE: 4P21/3E4/ARM**

**L T P : 3 0 0**

### **COURSE OBJECTIVES:**

Enables the students to

- study the origin of Archives
- analyse the organization of Archives
- understand the issues related to the administration of Archives
- study the concepts related to Record Management
- comprehend the functions of Private Archives

### **COURSE OUTLINE:**

<b>Unit – 1</b>	<b>Introduction to Archives</b>	<b>10 Hrs</b>
1.1	Definition - History of Archives – Ancient, Medieval and Modern	
1.2	History of the Archival Profession and Records Technology Nature and History of photographs, Sound Recordings and Moving Images- Nature of Born Digital Records	
1.3	Archives - Importance -Types -Functions and Uses	
<b>Unit – 2</b>	<b>Archival Organisations</b>	<b>10 Hrs</b>
2.1	International Council of Archives-Organisation of Archives in France, England ,U.S.A., Canada.	
2.2	Organisation of Archives in India: Court Archives -Public Department – Revenue Department– Secret Department-Public Records Act of 1838-Indian Historical Records Commission– George Forest and the Record Office of Bombay – The Imperial Record Department, East India Company	
2.3	National Archives of India- origin and development-Tamil Nadu Archives- origin, growth and activities	
<b>Unit – 3</b>	<b>Archives Administration and Issues</b>	<b>15 Hrs</b>
3.1	Establishment of Archives: Establishment of Registry–Racking–Shelves and other materials	
3.2	Causes for Decay of Records-Atmospheric factors: Temperature, Humidity, Sunlight, Dust, Impurities - Micro-organisms and pests: Silver fish, Termites and other insects	
3.3	Preservation – Needs and Methods - Precautionary and Preventive Methods - Repair of Archival material - digital preservation	
<b>Unit – 4</b>	<b>Record Management</b>	<b>15 Hrs</b>
4.1	Types of records - Characteristics of records - evidential and informational value- Issue for Research and RTI – Tampering of records	
4.2	Models of records and record keeping – Archival Model-Lifecycle Model and Records Continuum -Open Archival Information System	
4.3	Record Management Training-Problems in Record Management-Rules and Regulations of Record Management	

<b>Unit – 5</b>	<b>Private Archives</b>	<b>10 Hrs</b>
<b>5.1</b>	Private Archives: Definition – Difference between private and public archives – Categories of Private Archives – Problem of private archives – National Registrar of Private Records	
<b>5.2</b>	Nehru Memorial Museum – IUCIS, Hyderabad – Parry and Company, Chennai – Asiatic Society of Bengal – Bengal Club – Vishva Bharathi – Sringeri Mutt – Indo-Portuguese Archive, Goa	
<b>5.3</b>	Tamil Nadu Archives, Egmore - Parry and Company, JK Archives, Chennai Roja Muthiah Library, Chennai- Archives of Shenbaganoor, Kodaikanal <b>Destination Learning:</b> Visit to Tamil Nadu State Archives or any Private Archive	

**RECOMMENDED TEXTBOOKS :**

<b>S.No.</b>	<b>Title of the book</b>	<b>Authors</b>	<b>Publishers</b>	<b>Year of Publication</b>
1	Archives in India: History and Assets	Sailen Ghose	Firma K L Mukhopadhyay	1963
2.	A Manual of Archives Keeping	M.Sundarajan	Westview Press	1998
3.	Archives Administration	S.Vijayalakshmi	Director of Archives, Government of India	1996

**REFERENCE BOOKS:**

1. B.S. Balgia Guide to the Records Preserved in Madras Record Office, (Madras,1915)
2. A R Singh, Information Management in Archives and Libraries, (Aakar Books, 2001)
3. Laura A Miller, Archives: Principles and Practices, (Facet Publishing, 2017)
4. Caroline Williams, Managing Archives: Foundations, Principles and Practice, (Elsevier, 2006)
5. H.A.Jenkinson, Manual of Archives Administration, (London,1987)
6. Mohit Gupta, Archives and Record Management, (Global India Publications, 2008)
7. Chhedi Lal Prajapati, Conservation of Documents: Problems and Solutions: Policy Perspectives, (Mittal Publications, 2005)
8. T.R.Schellenberg, Modern Archives – Principle and Techniques, (London,1937)
9. James Talboys Wheeler, Early Records of British India (Office of the Superintendent of Government Print, 1878)
10. Paul Delsalle, Margaret Procter, A History of Archival Practice, (Routledge, 2017)

**JOURNALS:**

**International:**

1. The History of Archives Administration, Society of American Archivists, **ISSN:** 03609081
2. National Archives by International Council of Archives, National Archives by International Council of Archives, **ISSN:** 0041977X

**National:**

1. Economic and Political Weekly, Economic and Political Weekly, **ISSN:** 00129976
2. India International Centre Quarterly, India International Centre, **ISSN:** 03769771

## E-LEARNING RESOURCES

1. [https://www.ltu.se/cms\\_fs/1.83857!/file/WhatAreTheCharacteristicsOfRecords.pdf](https://www.ltu.se/cms_fs/1.83857!/file/WhatAreTheCharacteristicsOfRecords.pdf)
2. <https://www.ica.org/en/introduction-our-organization>
3. <https://www2.archivists.org/glossary/terms/e/evidential-value>
4. <http://dlib.org/dlib/july04/lavoie/07lavoie.html>
5. <https://www.smartsheet.com/record-management>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Identify the concept of archives and helps understand its importance in History.
CO 2	Discuss Archival Organizations at international and national levels.
CO 3	Explain the administration of archives and inculcates knowledge on the preservation of records.
CO 4	Utilize skills of record management.
CO 5	Outline knowledge on Private Archives.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	3	2	3
CO2	3	2	2	3	2	2
CO3	2	2	2	3	2	3
CO4	2	2	2	2	2	2
CO5	2	2	2	2	2	2
Average	2.2	2	2	2	2	2.4

### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

### Question Paper Pattern

End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## GENERAL KNOWLEDGE FOR COMPETITIVE EXAMS

**TEACHING HOURS: 60**

**CREDITS: 3**

**COURSE CODE: 4P21/3E2/GKC**

**L T P : 3 1 0**

### **COURSE OBJECTIVES:**

Enables the students to

- identify the current topics of importance in general knowledge
- get an overview of historical events
- study the basic geographical features and patterns
- obtain an understanding of Indian politics
- study the current patterns of economic progress

### **COURSE OUTLINE:**

<b>Unit-1 -</b>	<b>Current Events of India and the world</b>	<b>10 Hrs</b>
1.1.	Significant discoveries and achievements in the field of science and technology-Awards (world and India)	
1.2	Education and literature-Sports-Political events of different countries	
1.3	United Nations and its work in recent times	
<b>Unit-2</b>	<b>History of India and the World</b>	<b>10 Hrs</b>
2.1	Major Ancient Civilizations- Important Kings-Alexander the Great, Ashoka-Napolean-Important wars and their impacts	
2.2	British East India Company and its acquisition of India-Impact of British Rule	
2.3	Movements: Civil Rights Movement-Freedom Movement in India-Revolutions: Industrial -American-French	
<b>Unit-3</b>	<b>Geographical knowledge of India and the World</b>	<b>15 Hrs</b>
3.1	Resources -Types of rocks-Forests, -Conservation of forests and natural resources -Area-wise distribution of metals and minerals, oils and gases-Pollution-Types-conventions and meetings about environment.	
3.2	Disasters -Classification of disasters and disaster management	
3.3	World ecology-climate changes, ecological surveys and changes in the bio-diversity and related aspects	
<b>Unit-4</b>	<b>Indian politics and history of government in India</b>	<b>15Hrs</b>
<b>4.1</b>	Political system and its working-Parliamentary System-Political Parties-Ministries -Organs of Government	
4.2	Indian Constitution: legislative terms, important amendments -Fundamental rights and duties	
4.3	Electoral System in India-Voting	
<b>Unit-5</b>	<b>Indian Society and Economy</b>	<b>10 Hrs</b>
5.1	Social Issues in India-Dalits-Tribals-Women and Children – Refugees – Migrants	

- 5.2 Social development Index – Health care Management  
 5.3. Indian economy-Aspects- Overview - Policies for economic development - national reports and surveys

### RECOMMENDED TEXTBOOKS:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Manorama Yearbook, 2018	Mammen Mathew	Manorama Publications	2018
2.	The Current Affairs Yearbook for Competitive Examinations	M.Sundarajan	Disha Publications	2018
3.	The Pearson General Knowledge Manual	Edgar Thorpe, Showick Thorpe	Pearson Press	2017

### REFERENCE BOOKS:

1. **General Knowledge Capsule, 2018**, (Disha, 2018)
2. Husain, **Indian and World Geography**, (Tata McGraw-Hill, 2017)
3. Cheng Leong Goh et. al, **Human and Economic Geography**, (OUP,1982)
4. Laxmikanth, **Indian Polity for UPSC3**, (McGraw-Hill, 2010)
5. Peu Ghosh, **Indian Government and Politics**, (PHI Learning, 2012)
6. N.D.Arora, **Political Science for Competitive Examinations**, (Tata Mc-Graw-Hill, 2013)
7. **Objective Indian Polity**, (Tata McGraw-Hill, 2017)
8. **General Knowledge Digest**, (Pratyogita Darpan, 2010)
9. **Ministry of Finance, Government of India, Economic Survey 2016-17** (2017)
10. **Census of India, 2011**

### JOURNALS:

#### International:

1. Alexander the Great: The Invisible Enemy, Oxford University Press, **ISSN: 00028762**
2. Scientific American, Scientific American, a division of Nature America, Inc., **ISSN: 00368733**

#### National:

1. The Indian Journal of Political Science, Indian Political Science Association, **ISSN: 00195510**
2. India Quarterly, Sage Publications, Ltd., **ISSN: 09749284**

### E-LEARNING RESOURCES

1. <https://www.gktoday.in/gk-current-affairs-january-1-2017/>
2. <https://www.jagranjosh.com/general-knowledge>
3. <https://www.fresherslive.com/current-affairs/static-gk-today-general-knowledge>
4. <https://www.recruitment.guru/general-knowledge-questions/>
5. <https://www.ibef.org/economy/indian-economy-overview>

## COURSE OUTCOMES

CO No.	CO Statement
CO 1	Discuss current global affairs.
CO 2	Explain History of India and the World.
CO 3	Utilize Geographical knowledge of India and the world.
CO 4	Analyse Indian politics and history of the Indian Government.
CO 5	Assess the socio-economic developments in India.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	3	2
CO2	3	3	2	2	3	2
CO3	3	2	2	2	3	2
CO4	2	2	2	2	2	2
CO5	2	2	2	2	2	2
Average	2.6	2.2	2	2	2.6	2

### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

### Question Paper Pattern

End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **HISTORY OF CHENNAI**

**TEACHING HOURS: 30**

**CREDITS: 2**

**COURSE CODE: 4P21/3S/HOC**

**L T P : 2 0 0**

### **COURSE OBJECTIVES**

Enables the students to

- understand the antiquity of Chennai
- study the growth of the city
- trace the development of different areas in the city

### **COURSE OUTLINE:**

<b>Unit -1</b>	<b>Origin of Chennai</b>	<b>10 hrs</b>
1. 1	Etymology - Geographical Location -Madras Handaxe Industry-Robert Bruce Foote	
1.2	Historical Antiquity of Chennai-Pallava -Chola Era-Vijayanagar Rule-Literary evidences – oral traditions	
1.3	Advent of Europeans-Portuguese-English-Land Grants-Early European Settlers- <i>Dubashes</i>	
<b>Unit - 2</b>	<b>Growth of Chennai</b>	<b>10hrs</b>
2.1	Growth as a Colonial Capital-Establishment of Fort St George-Textile trade and Black Town-San Thome-Acquisition of areas-Egmore-Purusaiwalkam-Tondiarpet-Triplicane	
2.2	Establishment of Courts--Consolidation of colonial rule-Elihu Yale-Thomas Pitt	
2.3	French Capture of Madras-Comte de Lally- Hyder Ali-First Anglo Mysore War-Battle of Adyar and Treaty of Madras	
<b>Unit – 3</b>	<b>Development of Chennai</b>	<b>10 hrs</b>
3.1	Development as a Presidency Capital-Railways in Chennai-Madras Central-Tramways-Roadways-Pallavan Transport Corporation-Madras Harbour-Growth of Trading Houses-Parry-Binny-Spencers-Growth of Education-University of Madras- Other developments – Health care - Media	
3.2	Chennai during the World Wars-Emden Bombing-Freedom Movement in Madras	
3.3	History of Religious Monuments and Cultural landmarks- Kapaleshwarar temple -Triplicane Mosque-Santhome Cathedral-Cultural Landmarks-Valluvarkottam-Kalakshetra-Dakshinchitra	



## RECOMMENDED TEXTBOOKS :

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Madras Rediscovered	Muthiah, S	East West Press Pvt. Ltd	1992
2.	A Madras:Tracing the growth of the city since 1639	Narasiah K R	Palaniappa Brothers,	2008
3.	Chennai not Madras: Perspectives on the City	Venkatachalapathy, A R	Marg Publications	2006

## REFERENCE BOOKS:

1. Lawson, Charles Allen **Chennai: Annals and Antiquities**
2. Hancock, Mary E, **The Politics of Heritage from Madras to Chennai**
3. Jayakumar Navin, Praveen, G.S., **Madras - 350 years**, (East West Press Pvt Ltd, 1990).
4. Krishna Nandita and Tishani Doshi, **Madras Then, Chennai Now**
5. Sudhakar, G.J., **Aspects of Madras**, (Loyola Publications, Madras, 1993)
6. Rajaraman. P, **Chennai through the Ages**, (Madras Poomphozhil Publishers, 1997).

## JOURNALS:

### International:

1. East and West, Istituto Italiano per l'Africa e l'Oriente (IsIAO), **ISSN: 00128376**
2. The Burlington Magazine, Burlington Magazine Publications Ltd., **ISSN: 00076287**

### National:

1. Proceedings of the Indian History Congress, Indian History Congress, **ISSN: 22491937**
2. Current Science, Current Science Association, **ISSN: 00113891**

## E-LEARNING RESOURCES:

1. [http://www.cmdachennai.gov.in/pdfs/seminar\\_heritage\\_buildings/History\\_of\\_Historic\\_al\\_Monuments\\_in\\_and\\_around\\_Chennai.pdf](http://www.cmdachennai.gov.in/pdfs/seminar_heritage_buildings/History_of_Historic_al_Monuments_in_and_around_Chennai.pdf)
2. <http://www.chennaiuseum.org/draft/history/history.htm>
3. <https://www.madras.com/v/history/>
4. <https://www.lonelyplanet.com/india/tamil-nadu/chennai-madras/history>
5. <https://madrasminutes.com>

## COURSE OUTCOMES

CO No.	CO Statement
CO 1	Identify strategic location of Chennai, discusses its origin and causes for arrival of Europeans.
CO 2	Rate the developments introduced by the British in Chennai.
CO 3	Analyse the developments in socio-economic, religious and cultural aspects of Chennai.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2
CO2	2	2	2	2	2	2
CO3	2	2	2	2	2	2
Average	2	2	2	2	2	2

## Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

## Question Paper Pattern

End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

**SELF STUDY  
(FOR ADVANCE LEARNERS – OPTIONAL)  
INFLUENCE OF MEDIA IN INDIAN POLITICS**

**SELF STUDY**  
**(FOR ADVANCE LEARNERS – OPTIONAL)**  
**INTELLECTUAL HISTORY OF INDIA**

**TEACHING HOURS:90**

**CREDITS: 4**

**COURSE CODE: 4P21/4C/IHI**

**L T P : 4 2 0**

**COURSE OBJECTIVES:**

Enables the students to

- study the growth of the intellectual tradition of India
- analyse the impact of the social thinkers
- understand the influence of religious and economic thinkers
- trace the diverse political streams of Indian thought
- study the influence of the leftists in Indian thought

**COURSE OUTLINE:**

<b>Unit – 1</b>	<b>Ancient and Medieval Indian Thought</b>	<b>20 Hrs</b>
1.1	Brahmanic and Shramanic thought-Mahabharata-Shantiparva-Rajadharma Manu- Social Laws-Kautilya-Theory of State-Dhigganayaka-Theory of Kingship	
1.2	Sankaracharya- Advaita- Ramanujacharya- Vishista Advaita- Madhvacharya- Dvaita	
1.3	Syncretism: Guru Nanak- Kabir- Ramdas- Surdas- Basweshwara Al-Beruni- Tahkik-ma-lil Hind- Jalal-ud-din Barani -Fatwa-i-Jahandari Abul Fazal- AbulFaizi- Badauni- Muntakhab-ut-Tawarikh-	
<b>Unit - 2</b>	<b>Modern Social Thinkers</b>	<b>15 Hrs</b>
2.1	Raja Ram Mohan Roy- Bhramo Samaj-Iswar Chandra Vidya Sagar – Veerasalingam Pantulu	
2.2	Jothiba Phule-Savithriba Phule-Pandita Ramabai – Periyar E.V. Ramasamy - Sir Syed Ahmed Khan	
2.3	Vinoba Bhave– Sarvodaya -Bhoodan	
<b>Unit - 3</b>	<b>Religious and Economic Thinkers</b>	<b>15 Hrs</b>
3.1	Swami Dayanand Saraswathi –Arya Samaj	
3.2	Swami Vivekananda-Ramakrishna Mission-Sri Aurobindo	
3.3	Dadabhai Naoroji- Gopal Krishna Gokhale- Rabindranath Tagore	
<b>Unit – 4</b>	<b>Political Thinkers</b>	<b>20 Hrs</b>
4.1	M.G.Ranade - B.G.Tilak-Annie Besant-M K Gandhi B.R.Ambedkar	
4.2	Subhash Chandra Bose - Jawaharlal Nehru	
4.3	Sir Mohammed Iqbal- Muhammed Ali Jinnah	
<b>Unit – 5</b>	<b>Socialists and Communists</b>	<b>20 Hrs</b>
5.1	Ram Manohar Lohia -Jayaprakash Narayan	
5.2	M.N.Roy - S.A.Dange - E.M.S. Namboodripad	

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Indian Political Thinkers	Vishnoo Bagwan, Dr	Atma Ram & Sons	1996
2.	Makers of Modern India	<u>Ramachandra Guha</u>	Harvard University Press	2011
3.	Indian Political Thought	<u>Urmila Sharma, S.K., Sharma.</u>	Atlantic Publishers & Distributors	2001

**REFERENCE BOOKS:**

1. Mehta, V. R. **Foundations of Indian Political Thought**, (Manohar,1992)
2. Spellman, John W **Political Theory of Ancient India: A Study of Kingship from the Earliest time to Circa AD 300**. (Oxford: Clarendon Press1964)
3. Kangle, R. P. Arthashastra of Kautilya-Part-III: A Study. (Motilal Banarsidass, 1997)
4. Collins, Stephen ‘General Introduction’, in Agganna Sutta: The Discussion on What is Primary (An Annotated Translation from Pali). (SahityaAkademi 2001)
5. Olivelle, P , **Manu’s Code of Law: A Critical Edition and Translation of the Manava –Dharmasastra**. (Oxford University Press,2006)
6. Sharma, R.S ‘Varna in Relation to Law and Politics(c 600 BC-AD 500)’, in **Aspects of Political Ideas and Institutions in Ancient India**. (Motilal Banarsidass. 1991)
7. Shruti Kapila, **An Intellectual History for India**, (Cambridge University Press, 2010).
8. Adi HormusjiPolitical Thinkers of Modern India, (Mittal Publications, New Delhi, 1997).
9. Banhati,G.S., **Life and Philosophy of Swami Vivekananda**, (Atlantic Publishers & Distributors, New Delhi, 1995).
10. E.M.S.Namboodiripad, **How I Became a Communist**, (Chinta Publishers, 1976)

**JOURNALS:****International:**

1. Blackfriars,Wiley,ISSN: 1754201
2. Mela Notes, Middle East Librarians Association,ISSN: 03642410

**National:**

3. Proceedings of the Indian History Congress, Indian History Congress, ISSN: 22491937.
4. The Indian Journal of Political Science, Indian Political Science Association, ISSN: 00195510

**E-LEARNIG RESOURCES:**

1. <https://www.sociologyguide.com/indian-thinkers/index.php>
2. <http://hss.iitd.ac.in/course/philosophy-and-intellectual-history-india>
3. [https://www.indianetzone.com/39/history\\_indian\\_religion.htm](https://www.indianetzone.com/39/history_indian_religion.htm)

4. <https://www.cambridge.org/core/journals/modern-asian-studies/article/foundations-of-indian-political-thought-an-interpretation-from-manu-to-the-present-day-by-v-r-mehta-manohar-new-delhi-1992-pp-303/556FE4A859A3473EB456290BF97D0802>
5. [https://www.jstor.org/stable/41855567?seq=1#page\\_scan\\_tab\\_contents](https://www.jstor.org/stable/41855567?seq=1#page_scan_tab_contents)

#### COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Identify ancient practices of Indian society and appreciates the ancient and medieval thoughts.
CO 2	Discuss the role of social thinkers in reforming Indian society.
CO 3	Explain the ancient religious and economic thoughts, and reasons for their emergence.
CO 4	Critically analyses various political thoughts.
CO 5	Evaluate the theories of Socialism and Communism.

#### MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2
CO2	2	2	2	2	2	2
CO3	2	2	2	2	2	2
CO4	2	2	2	2	2	2
CO5	2	2	2	2	2	2
Average	2	2	2	2	2	2

#### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

#### Question Paper Pattern

End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

**COURSE PROFILE****SEMESTER IV**

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CREDITS</b>	<b>CA</b>	<b>SE</b>	<b>T</b>
<b>IV</b>	<b>4P21/4C/COI</b>	<b>Core 12</b>	<b>Contemporary India</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>IV</b>	<b>4P21/4/SHR</b>	<b>Core 13</b>	<b>Studies in Human Rights</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>IV</b>	<b>4P21/4C/HUS</b>	<b>Core 14</b>	<b>History of USA</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>IV</b>	<b>4P21/4C/HRM</b>	<b>Core 15</b>	<b>Historiography and Research Methodology</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>IV</b>	<b>4P21/4E5/PRO</b>	<b>Core 16</b>	<b>Project</b>	<b>4</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>IV</b>	<b>4P21/4S/INS</b>	<b>Soft Skill 4</b>	<b>Interview Skills</b>	<b>2</b>	<b>2</b>	<b>-</b>	<b>50</b>	<b>50</b>
			<b>TOTAL</b>	<b>30</b>	<b>21</b>			
	<b>4P21/4C/IHI</b>	<b>Core 13</b>	<b>Intellectual History of India</b>					

## **CONTEMPORARY INDIA**

**TEACHING HOURS: 90**

**CREDITS: 4**

**COURSE CODE: 4P21/4C/COI**

**L T P : 4 2 0**

### **COURSE OBJECTIVES:**

Enables the students to

- trace the trajectory of India's growth
- understand the early years of the republic
- evaluate the performance of the Prime Ministers of India
- analyse the forces that shaped the politics of India
- understand the growth of coalition politics in India

### **COURSE OUTLINE:**

<b>Unit - 1</b>	<b>Indian Independence and after</b>	<b>15 Hrs</b>
1.1	India on the eve of Independence-Events relating to Partition-Transfer of Power-Estimate of Partition-Integration of Princely States- Role of Sardar Vallabhai Patel - Assassination of Mahatma Gandhi-Integration of French and Portuguese areas.	
1.2	Constituent Assembly and the framing of the Constitution-Role of Dr. B.R. Ambedkar-Salient Features of the Indian Constitution	
1.3	Linguistic Re-organisation- Dar Commission -Formation of Andhra Pradesh States Re - organisation Commission- Formation of Maharashtra and Gujarat	
<b>Unit - 2</b>	<b>Jawaharlal Nehru to Indira Gandhi</b>	<b>20 Hrs</b>
2.1	Jawaharlal Nehru –Social policy-Education-Science and Technology-Foreign Policy-Lal Bahadur Shastri –Anti-Hindi Agitation-Indo-Pak War of 1965-Tashkent Declaration	
2.2	Indira Gandhi- Domestic Reforms- Bank Nationalisation, 1969-MRTP Act-Split in Congress-Abolition of Privy Purses 1971 - 24 <sup>th</sup> and 25 <sup>th</sup> Constitutional Amendments,1971 - Keshavananda Bharathi Case,1973 - Indo-Pak War of 1971 – Simla Agreement,1972-Green Revolution-Internal Emergency: Circumstances leading to Emergency-JP Movement-Railway Strike-Judgement against Indira Gandhi-Course of Emergency-Excesses and Resistance- 20 Point Programme-Constitutional Amendments 38 to 42. Foreign Policy-Relations with Neighbouring states-Nuclear policy and programme.	
2.3	Janata Government: Morarji Desai-Shah Commission Inquiry-Ashok Mehta Committee-Economic Policy-Causes for Downfall of Janata Government-Return of Indira Gandhi-Economic Policy-Foreign policy-Assassination	



- Unit - 3                      Rajiv Gandhi to P.V.Narasimha Rao                      20 Hrs**
- 3.1                      Rajiv Gandhi –Anti Sikh Riots-Bhopal Gas Tragedy-Punjab Accord-Assam Accord-Rajiv-Laldenga Accord-Shah Bano Controversy -Anti-Defection Act 1985-New Economic Policy-New Education policy-Bofors Scandal-Anti-Defamation Bill--Babri Masjid Issue- Foreign Policy-Non-Aligned Summit 1985-Harare Summitt-1986-G-15 Summit-Relations with Russia-China-SriLanka-IPKF involvement-SAARC Summit 1989  
Fall of government-Assassination of Rajiv Gandhi
- 3.2                      National Front Government - V.P.Singh – Introduction of Coalition Politics-Mandal Commission- Anti-Mandal Agitation-Ayodhya Issue-Rath Yatra-Fall of V.P. Singh Government-Chandrashekar as Prime Minister-Fall of government
- 3.3                      P.V.Narasimha Rao –Cauvery Issue, 1991-Economic Reforms-Demolition of Babri Masjid, and its Impact- Panchyati Raj, 73<sup>rd</sup> and 74<sup>th</sup> Amendments and their significance-Fall of Narasimha Rao government-Foreign Policy: NAM summit 1992, Indo-US relations – Indo-Soviet Relations-Relations with Neighbours
- Unit -4                      Growth of Coalition Politics in India                      20 Hrs**
- 4.1                      1996 Hung Parliament-A.B.Vajpayee government- Political parties: INC-BJP-Janata Dal-Communist parties-DMK-AIADMK-MDMK-TMC-PMK-TDP-BSP
- 4.2                      United Front Government: Deve Gowda -Common Minimum Programme-Cauvery Water Dispute-Uttarakhand state formation-Women’s Reservation Bill-Report of Srikrishna Commission-Fall of Gowda government-I.K.Gujral government– Economic Reforms-Foreign Policy-Gujral Doctrine-Estimate of United Front Government
- 4.3                      Atal Behari Vajpayee government 1998-1999- Emergence of Sonia Gandhi-Pokhran II tests-ICHR Controversy-Dismissal of Bihar Government-Staines Murder-Fall of BJP government-role of AIADMK-Kargil War-Lahore Declaration
- Unit – 5                      NDA and UPA governments                      15 Hrs**
- 5.1                      NDA government 1999-2004-Plane Hijack 1999-Tehelka Scam-Parliament Attack,2001-Gujarat Riots, 2002-POTA 2002-Ram Temple Controversy-Liberhan Commission-Textbook Controversy-Economic Reforms-estimate of NDA government-Foreign Policy of A B Vajpayee
- 5.2                      UPA Government-Manmohan Singh-CMP-Rise of Sonia Gandhi – NDA rule under Narendra Modi – domestic and foreign policies
- 5.3                      Estimate of the growth of India 1947-2019: Education-literacy-progress in higher education-Women’s issues-maternal mortality-Child Sex Ratio-Crimes against women-Marginalised Sections-Dalits and Adivasis-progress and drawbacks  
Economic Progress-Poverty-Uneven development

## RECOMMENDED TEXTBOOKS:

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	History of Contemporary India	<u>John Webster</u> , C.B	Asia Publishing House	1971
2.	India After Independence 1947-2000,	Chandra, Bipan., Aditya Mukherjee And Mridula Mukherjee	South Asia Books	2002 2nd Edition
3.	India Since Independence	Chandra, Bipan	Penguin UK	2008

## REFERENCE BOOKS:

1. Das, Durga, **India From Curzon To Nehru And After**, (New York, The John Day Co., 1970).
2. Pruthi, R.K., **The Prime Ministers of India**, (Indiana Publishing House, 2006).
3. Barbara D. Metcalf, Thomas R. Metcalf, **A Concise History of Modern India**, 2<sup>nd</sup> edn, (Cambridge University Press, 2006).
4. Chaurasia R.S., **History of Modern India**, (Atlantic Publishers 2002).
5. Kumar Dharma, Tapan Raychaudhuri and Meghnad Desai, **The Cambridge Economic History of India: Volume 2, C.1751-c.1970**, (UP Archive, 1983).
6. Guha Ramachandra, **India After Gandhi: The History of the World's Largest Democracy**, (Picador, 2007.)
7. Ananth Krishna, **History of Contemporary India**, (Pearson 2009).
8. Desai, A.R., **Social Background of Indian Nationalism**, (Prakasan, Bombay, 1987).
9. Masselos, Jim, **Indian Nationalism: A History**, (Sterling Publishers, New Delhi, 2002).
10. Kapur, Harish, **Foreign Policies of India's Prime Ministers**, (Lancer Publishers, 2003).

## JOURNALS:

### International:

1. World Policy Journal , Duke University Press , **ISSN: 07402775**
2. Foreign Affairs, Council on Foreign Relations , **ISSN: 00157120**

### National:

1. Economic and Political Weekly, Economic and Political Weekly. **ISSN: 00129976**
2. The Indian Journal of Political Science, Indian Political Science Association, **ISSN: 00195510**

## E-LEARNING RESOURCES:

1. [http://www.bbc.co.uk/history/british/modern/partition1947\\_01.shtml](http://www.bbc.co.uk/history/british/modern/partition1947_01.shtml)
2. <https://www.biography.com/political-figure/jawaharlal-nehru>
3. <https://indiankanoon.org/doc/823221/>
4. [http://www.ncbc.nic.in/User\\_Panel/UserView.aspx?TypeID=1161](http://www.ncbc.nic.in/User_Panel/UserView.aspx?TypeID=1161)
5. <https://www.forbes.com/profile/manmohan-singh/#7512199d66a1>

## COURSE OUTCOMES

CO No.	CO Statement
CO 1	Outline Indian history in the eve of Independence and after.
CO 2	Identify the socio-economic and political developments in the phase between Jawaharlal Nehru and Indira Gandhi's regime.
CO 3	Analyse the developments between Rajiv Gandhi to P.V. Narasimha Rao's phase.
CO 4	Discuss on coalition politics in India and its prospects and challenges.
CO 5	Critically assess the NDA and UPA Governments.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	3	2	2	2	2
CO2	2	2	2	2	2	2
CO3	2	2	2	2	2	2
CO4	2	2	2	2	2	2
CO5	2	2	2	2	2	2
Average	2	2.2	2	2	2	2

### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

### Question Paper Pattern

End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **STUDIES IN HUMAN RIGHTS**

**TEACHING HOURS: 60**

**CODES: 4P21/4E5/SHR**

**COURSE OBJECTIVES**

Enables the students to

- realize the importance of human rights
- trace the historical growth of human rights in the world
- understand the constitutional protection given to Human Rights
- realize importance of duties towards the community
- analyse the human rights situation in India

**CREDIT: 3**

**L T P: 3 0 0**

### **COURSE OUTLINE:**

<b>Unit – 1</b>	<b>Introduction to Human Rights</b>	<b>15 Hrs</b>
1.1	Meaning, Nature and Scope of Human Rights-Classification of Rights-Theories of Human Rights	
1.2	Historical Evolution–Magna Carta (1215) - Bill of Rights in England (1689) - Declaration of the Rights of Men and Citizens of France (1789) - Bill of Rights in USA (1791) -	
1.3	Universal Declaration of Human Rights (UDHR)-Preamble and Provisions	
<b>Unit -2</b>	<b>Core Conventions in Human Rights</b>	<b>20 Hrs</b>
2.1	International Covenant on Civil and Political Rights (ICCPR) (1966) Definitions-Important Provisions-Summary International Covenant on Economic, Social and Cultural Rights (ICESCR) (1966) Definitions-Important Provisions-Summary	
2.2	International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) (1965) Definitions-Important Provisions-Summary Convention on the Elimination of All Forms of Discrimination against Women - (CEDAW) (1979) Definitions-Important Provisions-Summary Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT) (1984) Definitions-Important Provisions-Summary	
2.3	Convention on the Rights of the Child (CRC) (1989) Definitions-Important Provisions-Summary International Convention on the Protection of the Rights of All Migrant Workers and Members of their Family (ICMRW) (1990) Definitions-Important Provisions-Summary	
<b>Unit –3</b>	<b>Human Rights and International System</b>	<b>15 Hrs</b>
3.1	Role of United Nations in Promotion and Protection of Human Rights	
3.2	Human Rights Treaty Bodies (UN)- Geneva Conventions Relating to Prisoners of War-International Committee of the Red Cross-International Court of Justice – ILO-Workers Rights	
3.3	Amnesty International – Human Rights Watch	
<b>Unit -4</b>	<b>Human Rights in India</b>	<b>15 Hrs</b>
4.1	Constitutional Guarantees of Human Rights- Fundamental Rights -Directive Principles of State Policy	

- 4.2 National Human Rights Commission –Composition and Function-State Human Rights Commissions- Composition and Function – Amnesty International India
- 4.3 Rights of Marginalised Groups- Indigenous People-Child Labour- Bonded Labour - Juveniles -Dalits- Minorities

**Unit - 5 Group Rights and Contemporary Issues 20 Hrs**

- 5.1 Rights of Prisoners- Abolition of Capital Punishment- Rights of Refugees Rights of Stateless Persons
- 5.2 Women’s Rights: Declaration on Elimination of Violence Against Women (1993) Definitions-Important Provisions-Summary- Legislations Protecting Women’s Rights in India- National Commission on Women-Composition- Powers-Estimate
- 5.3 Fourth Generation Rights: Right to Health- Clean Environment-Development - Peace and Security- Terrorism and Human Rights

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	Women and Society in India	Desai Neera and Krishnaraj, M	Ajanta Publications	1987 2nd Edition
2.	The Position of Women in Hindu Civilization	Aletekar A. S	Motilal Banarsidass	1962 2nd Edition
3.	Women's Studies in India	L. Thara Bhai	A.P.H Publishing Corporation	2000

**REFERENCE BOOKS:**

1. “Indian Women in Media – A collection of Essays”, (Delhi, 1984).
2. Robinson, V and Richardson (eds.), - Introducing Women Studies, (London, 1993).
3. Chaudari M., - Indian Women’s Movement Reform and Revival, (New Delhi,1993).
4. National Commission for Women, - Towards Equality – The unfinished Agenda – Status of Women in India”, Government of India, 2002.
5. Sangari K. and S. Vaid, - “Women and Culture”, (Bombay,1981).
6. Desai Neera, - “Women in Modern India”, (UK, 1957).
7. Bumilles, - May you be the Mother of Hundred Sons Random”, (New York, 1990).
8. Y Hakkar, Women and the Law, (North Carolina, 2000).
9. Kaushal, Raksana, Women and Human Rights in India, (New Delhi, 2000).
10. Belize Report for the Fourth World Conference on Women (Beijing 1995): Action for Equality, Development, and Peace, (Beijing, 1995).

**JOURNALS:**

**International:**

1. Foreign Policy, Slate Group, LLC, ISSN: 00157228
2. International Legal Materials, Cambridge University Press, ISSN: 00207829

**National:**

1. The International Migration Review , Sage Publications, ISSN: 01979183
2. The Indian Journal of Political Science, Indian Political Science Association, ISSN: 00195510

#### E-LEARNING RESOURCES:

1. <http://www.nwmindia.org/>
2. [https://shodhganga.inflibnet.ac.in/bitstream/10603/1349/10/10\\_chapter5.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/1349/10/10_chapter5.pdf)
3. <https://www.equalityhumanrights.com/en/our-human-rights-work/monitoring-and-promoting-un-treaties/international-covenant-civil-and>
4. <https://www.hrw.org/tag/amnesty-international>
5. <https://www.ohchr.org/documents/publications/training11add3en.pdf>

#### COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Identify the concept of human rights and helps them learn its historical evolution.
CO 2	Analyse the core conventions on Human Rights across the world.
CO 3	Explain the international system of Human Rights through a study on the various Human Rights protecting mechanisms and Organizations.
CO 4	Analyse Human Rights in India.
CO 5	Assess group rights and contemporary issues in human rights.

#### MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	2	2
CO2	2	2	3	2	2	2
CO3	2	2	2	2	2	2
CO4	2	2	3	2	2	2
CO5	3	2	2	2	2	2
Average	2.4	2	2.4	2	2	2

#### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)  
 Flipped Learning/ Blended class room – E- content, Videos  
 Problem solving – Group discussion – Role Modelling  
 Quiz – Seminar  
 Peer learning  
 Field visits  
 Self-study papers

#### Question Paper Pattern End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## **HISTORY OF U.S.A.**

**TEACHING HOURS: 90**

**CREDITS: 4**

**COURSE CODE: 4P21/4C/HUS**

**L T P :4 2 0**

### **Course Objectives**

Enables the students to

- understand the main currents in the history of USA
- analyse the main events in the history of USA
- study the workings of the American Presidency under various Presidents
- understand the growing importance of US in world politics
- comprehend the history of contemporary issues

### **COURSE OUTLINE:**

- |               |                                                                                                                                                                                                                                                                                                                                                                                                                   |               |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| <b>Unit-1</b> | <b>Colonisation to Manifest Destiny</b>                                                                                                                                                                                                                                                                                                                                                                           | <b>15 Hrs</b> |
| 1.1.          | Colonisation-Christopher Columbus-African Slave Trade                                                                                                                                                                                                                                                                                                                                                             |               |
| 1.2           | The American Revolution-Stamp Act-Protests-Townshend Acts-Boston Massacre-Boston Tea Party-Coercive Acts-Continental Congress-Lexington and Concord-Common Sense-Declaration of Independence-The US Constitution                                                                                                                                                                                                  |               |
| 1.3           | Federalists-Washington and Adams-Bill of Rights-Alexander Hamilton-Republicanism: Jefferson and Madison-Louisiana Purchase-War of 1812-Tecumseh- Andrew Jackson-Manifest Destiny-Western Frontier                                                                                                                                                                                                                 |               |
| <br>          |                                                                                                                                                                                                                                                                                                                                                                                                                   |               |
| <b>Unit-2</b> | <b>Civil War to New Imperialism</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>20 Hrs</b> |
| 2.1           | Slavery in the South-Anti-Slavery Movements-Fredrick Douglass-Sojourner Truth-Compromise of 1850- Kansas Nebraska Crisis-Civil War in USA- Causes-Course and Result-Abraham Lincoln-Secession of the South -Robert Lee-Ulysses Grant-Emancipation Proclamation-Reconstruction-Presidential-Congressional-Conservative and Radical Phase-Carpetbaggers; Scalawags, Ku Klux Klan-Fourteenth Amendment-Jim Crow laws |               |
| 2.2           | Rise of Big Business and Organised Labour-Transcontinental Railroads-Inventions- Railroad Strike of 1877, Urbanisation-Gilded Age and the Agrarian Revolt                                                                                                                                                                                                                                                         |               |
| 2.3           | New Imperialism -Pacific-East Asia-Spanish American War-Big Stick Diplomacy                                                                                                                                                                                                                                                                                                                                       |               |
| <br>          |                                                                                                                                                                                                                                                                                                                                                                                                                   |               |
| <b>Unit-3</b> | <b>Progressivism to Great Economic Depression</b>                                                                                                                                                                                                                                                                                                                                                                 | <b>15 Hrs</b> |
| 3.1           | Progressive Era-America and the Great War- -Woodrow Wilson-The Roaring Twenties                                                                                                                                                                                                                                                                                                                                   |               |
| 3.2           | Normalcy-Hoover-Great Economic Depression-Causes, Course and Impact-                                                                                                                                                                                                                                                                                                                                              |               |
| 3.3           | FDR-New Deal-Recovery Measures                                                                                                                                                                                                                                                                                                                                                                                    |               |
| <br>          |                                                                                                                                                                                                                                                                                                                                                                                                                   |               |
| <b>Unit-4</b> | <b>Second World War to Civil Rights Movement</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>20 Hrs</b> |
| 4.1           | Isolation to II World War-World War in Europe- Causes for US Entry-Effects of the War-American Presence in Japan-Emergence of USA as a world power                                                                                                                                                                                                                                                                |               |

- 4.2 Fair Deal and Containment-Demobilization under Truman-Truman Doctrine-Marshall Plan-Cold War politics-War in Korea-McCarthyism
- 4.3 Eisenhower-Early Civil Rights-Brown Vs. Board of Education-Montgomery Bus Boycott-Desegregation in Little Rock-Martin Luther King Jr-Malcolm X

**Unit-5 John F Kennedy to Donald Trump 20 Hrs**

- 5.1 JFK-New Frontier-Bay of Pigs-Cuban Missile Crisis
- 5.2 Lyndon Johnson -Great Society-Vietnam War
- 5.3. Counterculture-Feminism-Richard Nixon and the Watergate Scandal
- 5.4 Carter Interregnum-Camp David-Iran Hostage Crisis-Regan Revolution-Reaganomics-Legacy-The Bush Years-Gulf War-Bill Clinton Presidency – George W Bush – Barack Obama – Donald Trump

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	America: A Narrative History	George Brown Tindall and David Emory Shi	New York	1984 6th Illustrated
2.	Nation of Nations	James West Davidson	New York	1994
3.	A Concise History of U.S. Foreign Policy	<u>Joyce P. Kaufman</u>	London	2010 2nd Edition

**REFERENCE BOOKS:**

1. Allen Brinkley, **American History- A Survey**, Vol.11: Since 1865, (New York, 1991).
2. Boyer, **The Enduring Vision- A History of the American People**, Volume Two” From 1865, (New York, 1996).
3. James West Davidson, **Nations of Nation, Volume Two: Since 1865**, (New York, 1994).
4. Henretta, **America A Concise History**, Volume 2, (London, 1999).
5. Tindal, **America**, Volume Two, (New York, 1984).
6. David C. Whitney, **The American Presidents**, The Readers Digest Association, (New Jersey,1993).
7. Alan Brinkley, **America in Modern Times Since 1890**, (New York, 1986).
8. William H. Chafe, **The Unfinished Journey: America Since World War 11**, (London, 1995).
9. N. Sivachyov, E. Yazkov, **History of the USA since World War 1**, (New York, 1976).
10. David Goldfield, **The American Journey: A History of the United States**, (USA, 1998).

**JOURNALS:**

**International:**

1. The Antioch Review, Antioch Review Inc., **ISSN: 00035769**
2. Journal of the Illinois State Historical Society, University of Illinois Press, **ISSN: 00192287**



## E-LEARNING RESOURCES:

1. <https://www.history.com/topics/cold-war/eisenhower-doctrine>
2. <https://www.theguardian.com/us-news/us-foreign-policy>
3. <https://www.history.com/topics/middle-east/persian-gulf-war>
4. <https://www.britannica.com/event/American-civil-rights-movement>
5. <https://www.history.com/topics/1960s/great-society>

## COURSE OUTCOMES

CO No.	CO Statement
CO 1	Discuss US colonization and events up to Manifest Destiny.
CO 2	Explain the situation that led to American civil war to the period of New Imperialism.
CO 3	Assess the events between the Progressive era to the Great Economic Depression.
CO 4	Predict American situation and status in the Second World War and Civil Rights Movement.
CO 5	Helps to analyse America between the reigns of J.F. Kennedy to Bill Clinton.

## MAPPING OF CO WITH PSO

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	3	2	2	2	2	2
CO2	2	2	2	2	2	2
CO3	3	2	2	2	2	2
CO4	3	2	2	2	2	2
CO5	3	2	2	2	2	2
Average	2.8	2	2	2	2	2

### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

### Question Paper Pattern

End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	

## HISTORIOGRAPHY AND RESEARCH METHODOLOGY

TEACHING HOURS: 90

CREDITS: 4

COURSE CODE : 4P21/4C/HRM

L T P : 4 2 0

### COURSE OBJECTIVES:

Enables the students to

- understand the Nature and scope of history as a discipline
- analyse the growth of historiography from ancient to modern times
- study the development of history in the west
- analyse the various schools of history in India
- study the art and craft of drafting a thesis

### COURSE OUTLINE:

- Unit-1 Introduction to Historiography and Philosophy of History 15 Hrs**
- 1.1 Meaning and Definition – Nature and Scope -Value and Subject Matter of History -Kinds of History
- 1.2 Philosophy of History : – Objectivity – Subjectivity – Causation in History-Theological Interpretation-Secular-Historical Determinism-Historicism and Relativism-Dialectical materialism
- 1.3 Structure and Form of History: Is History a Science or an Art  
History and Allied Disciplines-Social Sciences-Economics-Sociology-Geography-Literature-Other Sciences
- Unit -2 Historiography through the ages 20Hrs**
- 2.1 Greek: Herodotus, Thucydides –Roman: Cato, Livy, Tacitus Church  
Historiography: Characteristics-Eusibius-St. Augustine -Arab Historiography: Ibn Khaldun
- 2.3 Renaissance-Machiavelli-Enlightenment – Romanticist-Positivist-English School: Edward Gibbon-Thomas Carlyle-Arnold Toynbee
- 2.4 European Schools: Hegel-Kant-Marx-Oswald Spengler-Voltaire-Auguste Comte-Giambattista Vico- Benedetto Croce- Feminist Historiography-The *Annales* School
- Unit - 3 Historiography in India 20 Hrs**
- 3.1 Representations of the past in Precolonial India:Vedic Corpus-*Itihasa-Purana* tradition-Great Epics-Jaina and Buddhist Tradition- Epigraphic Records-*Prashastis-Charitras*/Biographies-*Vamsavalis*/Geneologies-Kalhana-Idea of Time in Ancient India
- 3.2 Sultanate historiography: Features-Amir Khusrau- Ziauddin Barani-Mughal historiography: Features-Nizamudin Ahmed-Badauni
- 3.3 Modern historians: Colonial: James Mill-Elphinstone-Macaulay-Nationalist: R.G Bhandarkar, K.P. Jayaswal-H. C. Raychaudri-R.C.Majumdar-Romila

Thapar- Southern : S Krishnaswamy Iyengar, NilakantaSastri Subaltern: Ranajit Guha

- Unit - 4      Research in History      20 Hrs**
- 4.1      Definition – types of research - Primary and Secondary Source - Collection of Data-Heuristics-Requisites for a Researcher-Review of Literature- Bibliographic Method-Recording of Evidence-Card File-Internal and External Criticism
- 4.2      Historical research - Scientific Methods - Basic Concepts - Assumption
- 4.3      Steps and Limitations - Scientific study of History

- Unit -5      Thesis Writing      15 Hrs**
- 5.1      Identification of Topic- Order of Presentation- Content Page - Objectives- Scope of the Study - Working Hypothesis- Methodology - Chapterization
- 5.2      Synthetic Operations: Reasoning, Emphasis, Statistical Method- Presentation: Basis of Generalisation-Narrative and analytical presentation Objectivity and Subjectivity – Bias – Plagiarism -Preparation of Thesis- -Major Purposes of Documentation
- 5.3      Finishing Touches: Footnotes, Endnotes- Documentation- Tables and Charts Bibliography- Appendices

**RECOMMENDED TEXTBOOKS:**

S.No.	Title of the book	Authors	Publishers	Year of Publication
1	History: Its Theory and Method	Sheikh Ali .B	California,	1981
2.	What is History?	Carr. E.H	London	2008
3.	History, History in Theory and Method: A Study in Historiography	Rajayyan. K	Raj Publishers,	1982 4th Edition

**REFERENCE BOOKS:**

1. John Webster. C.B, Studying History, (London, 1998).
2. Sen.S.P, Historians and Historiography in Modern India, (New Delhi, 1987).
3. Frilz Stern, Varieties of History, (England, 1998).
4. Philips.C.H, Historians of India, Pakistan and Ceylon, (New Delhi, 2000).
5. Drenj.W.H, Philosophy of History, (New Delhi, 1990).
6. Sajter.R.J, A Guide to Historical Methods, (New Delhi, 2000)
7. Hock. H. Homer: The Critical Method in Historical Writing, (New York, 1955)
8. Barracclough, G: Main Trends in History, (Madison, 1979).
9. Maliekal(Ed), Felix Wilfred and Jose.D , The Struggle for the Past: Historiography, (Madras, 2002).
10. Jacques Barzun, Henry Franklin Graff, Modern Researcher, (New York 1992).

**JOURNALS:**

**International:**

1. Proceedings of the Aristotelian Society, Oxford University Press **ISSN: 00667374**

2. The American Historical Review, Oxford University Press **ISSN:** 00028762

**National:**

3. Proceedings of the Indian History Congress, Indian History Congress **ISSN:** 22491937

4. Statistical Science, Institute of Mathematical Statistics **ISSN:** 08834237

**E-LEARNING RESOURCES:**

1. <https://www.princeton.edu/~pswpc/pdfs/ceserani/020805.pdf>
2. <https://explorable.com/research-methodology>
3. <https://study.com/academy/lesson/heuristics.html>
4. <http://www.economictheories.org/2008/12/marxian-interpretation-of-%20history.html>
5. <http://www.acrwebsite.org/search/view-conference-proceedings.aspx?Id=6733>

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Outlines History and the basics of research.
CO 2	Identify the evolution of Historiography.
CO 3	Explain the Historiography of India.
CO 4	Discuss the concepts of doing research in History.
CO 5	Utilize the methods and techniques used in thesis writing.

**MAPPING OF CO WITH PSO**

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	2	2
CO2	2	2	2	2	2	2
CO3	2	2	2	2	2	2
CO4	2	2	2	2	2	3
CO5	2	2	2	2	2	3
Average	2	2	2	2	2	2.4

**Teaching Methodology**

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

**Question Paper Pattern**

End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K3	A – 5/8 x 8 Marks	300	40	100
K4, K5	B – 3/5 x 20 Marks	1200	60	



## REFERENCE TEXTBOOKS:

1. Helen Cooper, **Interview Skills Young Job hunters**, ( USA, 2011)
2. Byers, Ann, Great Resume, **Application and Interview Skills** , (USA, 2002)
3. Fry, Ron, **On your Interview**, ( Mumbai, 2015)
4. Ganguly, Anand, **Success in Interview**, (India , 2015)
5. Dr. S.K. Mandal, **How to Succeed in Group Discussions & Personal Interviews**, (Mumbai, 2006).
6. Matt Rhodes, **Various Types of Interview: Modern Interview**, Prepare an Interview, First Impression, **Tips for Interview, Know about Interview**, (Washington, 2015).
7. Dr. L.M. Prasad, **Upkar's Techniques for Success in Interview and Group Discussion**, (Agra).
8. Dr. Larry Chiagouris, **The Secret to Getting a Job after College: Marketing Tactics to Turn Degrees into Dollars**, (New York, 2011).
9. Tom S. Turner, **Behavioral Interview Guide: A Practical, Structured Approach for Conducting Effective Selection Interviews**, (Wistaston, 2004).
10. Julie Gray, **Interview Success - Get the Edge: Teach Yourself**, (UK, 2011).

## JOURNALS:

### International:

1. Journal of Business and PsychologySpringer,, **ISSN: 08893268**
2. Calling Every Resource: An Issue Devoted to Poetry, Bridges Association, **ISSN:10468358**.

### National:

1. Journal of Business and PsychologySpringer, **ISSN: 08893268**
2. **Mock Interview**, Poetry Foundation,**ISSN: 00322032**

## E-LEARNING RESOURCES:

1. [http://www.monstercollege.in/article/article\\_10.html](http://www.monstercollege.in/article/article_10.html)
2. <https://jobmob.co.il/blog/follow-up-or-followup/>
3. <https://career.vt.edu/job-search.html>
4. <https://theundercoverrecruiter.com/10-killer-interview-tactics-you-ought-know/>
5. <https://www.themuse.com/advice/43-resume-tips-that-will-help-you-get->

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Utilize the essentials of facing interviews.
CO 2	Prepares to participate in interviews.
CO 3	Apply basics of post interview.

## MAPPING OF CO WITH PSO:

CO/PSO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6
CO1	2	2	2	2	3	2
CO2	2	2	2	2	3	2
CO3	2	2	2	2	3	2
Average	2	2	2	2	3	2

### Teaching Methodology

Lecture (chalk and talk – OHP – LCD)

Flipped Learning/ Blended class room – E- content, Videos

Problem solving – Group discussion – Role Modelling

Quiz – Seminar

Peer learning

Field visits

Self-study papers

### Question Paper Pattern

End Semester Examination

KNOWLEDGE LEVEL	SECTION	WORD LIMIT	MARK	TOTAL
K5	A – 5/8 x 8 Marks	500	50	50