

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS) KUMBAKONAM

(Common course structure – PG – 2023- - 2024)

Department : History

Programme Code: PAHS

SEMESTER – I

Part	Course Type	Title of the Course	Hrs/ Week	Credits	Exam Hrs	Marks		
						CIA	ESE	Total
I	CC – I	History of Ancient and Early Medieval India – Pre history to 1206 C.E .	6	5	3	25	75	100
I	CC – II	Socio, Economic and Cultural History of Tamil Nadu up to 1311 CE	6	5	3	25	75	100
I	CC – III	History of Select Civilizations	6	5	3	25	75	100
I	EC – I	Freedom Struggle in Tamilnadu/Cultural Heritage of Tamilnadu	5	3	3	25	75	100
I	EC – II	Indian Constitution/Women in India through the Ages	5	3	3	25	75	100
II	SEC – I	Introduction to Epigraphy	2	1	3	25	75	100
		Total	30	22				600

SEMESTER – II

Part	Course Type	Title of the Course	Hrs/ Week	Credits	Exam Hrs	Marks		
						CIA	ESE	Total
I	CC – IV	History of Medieval India - 1206 - 1707 CE	6	5	3	25	75	100
I	CC – V	Socio Cultural History of Tamil Nadu - 1311 - 2000 CE	6	5	3	25	75	100
I	CC – VI	Historiography and Historical Methods	6	5	3	25	75	100
I	EC – III	Indian Art and Architecture /Intellectual History of Tamilnadu	5	3	3	25	75	100
I	EC – IV	Archives Keeping/Principles and Techniques of Archaeology	5	3	3	25	75	100
II	SEC – II	Introduction to Numismatics	2	1	3	25	75	100
II	ECC – I	Moocs/Swayam courses	-	2/3	3	25	75	100
II		Internship/Industrial training*	-	2				
		Total	30	22				600

*Internship/industrial training during summer vacation. The credits shall be awarded in Semester V statement of marks.

SEMESTER – III

Part	Course Type	Title of the Course	Hrs/ Week	Credits	Exam Hrs	Marks		
						CIA	ESE	Total
I	CC – VII	Colonialism and Nationalism in India	6	5	3	25	75	100
I	CC – VIII	Intellectual History of India	6	5	3	25	75	100
I	CC – IX	Economic History of India since 1857 CE	6	5	3	25	75	100
I	CC – X	International Relations since 1945 CE	6	5	3	25	75	100
I	EC – V	Indian Polity/Administrative History of Tamilnadu	4	3	3	25	75	100
II	IDSEC	History for Competitive Examinations	2	1	3	25	75	100
	Value Added Course	Research and Report Writing						
II	ECC – II	Moocs/Swayam courses	-	2/3	-	-	-	-
II	ECC – III	General Studies for Competitive Examination	-	2	3	-	-	100
II	AEC-I	Internship/Industrial training	-	2	-	-	-	-
		Total	30	26				600

SEMESTER – IV

Part	Course Type	Title of the Course	Hrs/ Week	Credits	Exam Hrs	Marks		
						CIA	ESE	Total
I	CC – XI	Contemporary India	6	5	3	25	75	100
I	CC – XII	Peasant and Labour Movements in India	6	5	3	25	75	100
I	CC – XIII	Project with viva voce	8	5	3	25	75	100
I	EC – VI	Science and Technology in India Since 1947 CE/Tourism in Tamilnadu	5	3	3	25	75	100
II	AEC-II	Short History for UGC NET/ SET Examination	5	2	3	25	75	100
II	EA	Extension Activity		2	-	-	-	-
		Total	30	22				600

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GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBAKONAM
DEPARTMENT OF HISTORY

M.A

OUTCOME BASED EDUCATION CHOICE BASED CREDIT SYSTEM

SEMESTER - I PHC 101

CORE COURSE - I

Course Title	History of Ancient and Early Medieval India - Prehistory to 1206 CE					
Course Type	Core Course 1	Course Code	CC 1			
Year	I	Semester	I			
Credits	5	Hours	L	T	P	F S Total
			5	1	0	0 6

Course Contents

UNIT - I

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

UNIT - II

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

UNIT - III

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

UNIT - IV

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

UNIT - V

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

Text Books:

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

Books for reference:

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

Web reference:

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes The students on completion of the course will be able to:	Level
CO 1	Recall key historical periods and civilizations in ancient India.	K1
CO 2	Understand the socio-political transformations during the Vedic and post-Vedic periods.	K2
CO 3	Apply knowledge of ancient Indian civilizations to analyze their cultural and economic aspects.	K3
CO 4	Analyze the impact of foreign invasions and interactions on ancient Indian societies.	K4
CO 5	Evaluate the contributions of different dynasties and Create narratives about significant events and figures from ancient Indian history.	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	14	15
Average	3	3	3	3	3	2.8	3

S-Strong (3)

M-Medium (2)

L-Low (1)

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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Course Title	Socio Economic Cultural History of Tamil Nadu upto 1311 CE						
Course Type	Core Course 2	Course Code	CC 2				
Year	I	Semester	I				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

Pandya of Madurai: Social Classes – Religion: Accounts of Marco Polo and Wassaf – Saivism and Vaishnavism – Art and Architecture: Pillaiyar Patti – Kazhugu Malai – Society: Valangai and Idangai – Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism.

UNIT V

Later Pandya – Thekasi Temple – Royal Patronage of Literature, Art and Architecture – Religious and Social Life – Position of Women

Text Books:

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

Books for reference:

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

Web reference

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes The students on completion of the course will be able to:	Cognitive Level
CO 1	Recall the sources and historical aspects of Tamil Nadu	K1
CO 2	Understand the contributions and socio-religious conditions of Pallavas, Cholas, and Pandyas in South Indian culture	K2
CO 3	Apply knowledge of Tamil Nadu's ancient civilizations to analyze their social, economic, and religious aspects	K3
CO 4	Analyze the impact of Imperial Cholas' governance, economy, and overseas expansion on Tamil society.	K4
CO 5	Evaluate the cultural and architectural contributions and Create narrative artistic achievements of ancient Tamil Nadu dynasties..	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	2	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	13	15
Average	3	3	3	3	3	2.6	3

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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SEMESTER - I

PHC103

CORE COURSE - III

Course Title	History of Select Civilizations						
Course Type	Core Course 3	Course Code	CC 3				
Year	I	Semester	I				
Credits	4	Hours	L	T	P	FS	Total
			5	1	0	0	6

Course Contents

UNIT I

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

UNIT II

The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures

UNIT III

The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia's World Empire.

UNIT IV

China's Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations

UNIT V

Greek Civilization – the Minoans and Mycenaeans – Homer- the Heroic Past – the Polis – Sparta – Athens – the Age of Pericles – the spread of Hellenic civilization – the Greeks and the opening of the East – Hellenic Religion, Science and philosophy – The Roman republic – the Pax Romana – Administration and expansion under Augustus

Text Books

1. Swain J.E., A History of World Civilization, Eurasia Publishing House, New Delhi, 1938.
2. Will Durant, The Story of Civilization I and II (Simon and Schuster, New York, 1966)
3. Gokale, B.K, Introduction to Western Civilization, S.Chand & Company, New Delhi, 1999.
4. Hayes C.J, History of Western Civilization, Macmillan, New York, 1967.
5. Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New Delhi, 2005.

Books for reference:

1. Judd, G.P, History of Civilization, Macmillan, New York, 1966.
2. Rebello, World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.
3. Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.
4. Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.
5. Brunt P.A., Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971
6. Joshel P, Slavery in the Roman World. Cambridge, Cambridge University Press, 2010

Web reference

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the origins and characteristics of ancient civilizations worldwide.	K1
CO 2	Understand the distinctions between culture and civilization.	K2
CO 3	Apply knowledge of various civilizations to analyze their contributions and developments	K3
CO 4	Analyze the rise and fall of empires.	K4
CO 5	Evaluate the religious, scientific, and philosophical advancements within ancient civilizations and Create narratives illustrating achievements of ancient civilizations	K5.K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	2	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	2	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	13	15	15	15	15
Average	3	3	2.6	3	3	3	3

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

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit built in Choice (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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For H.O.D 20.9.2020

ELECTIVE COURSE

EC - 1

PHDEI2

Course Title	Freedom Struggle in Tamil Nadu						
Course Type	Elective Course 1	Course Code	EC 1				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

Moderate Phase and Extremist Phase – Swadeshi Movement in Tamil Nadu – G.SubramiyaIyer-V.O. Chidamabaram – Subramania Bharathi – Kadalur Anjaliammal- Soundaram Ammayar. Revolutionary Movement in Tamil Nadu – Vanchinathan – Tirupur Kumaran - Subramania Siva- Neelakanta Brahmachari

UNIT V

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

TEXT Books

1. Rajayyan, K : Rise and fall of Poligars & South Indian Rebellion
2. Rajayyan, K. : South Indian Rebellion, The First War of Independence, 1800- 1801.
3. Rajayyan, K.: Tamil Nadu: A Real History
4. Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion

5. G. Venkatesan, History of Indian Freedom Struggle

Book for Reference

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

Web Reference:

1. https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf
2. <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall Key events and figures in TamilNadu's nationalist movements	K1
CO 2	Understand the emergence of nationalist consciousness in Tamil Nadu through socio-political organizations.	K2
CO 3	Apply knowledge of the role of press and nationalism in Tamilnadu	K3
CO 4	Analyze the transition from the moderate phase to the extremist phase	K4
CO 5	Evaluate the impact of Gandhi's influence on Tamil Nadu and .Create connections between Tamil nadu' and Indian Nationalist struggle	K5.K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	2	3	3	3
CO 2	3	2	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	14	15	14	15	15	15
Average	3	2.8	3	2.8	3	3	3

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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For H.O.D 30.9.24

EC - 2

PHDEI:2

Course Title	Cultural Heritage of India						
Course Type	Elective Course	Course Code	EC -2				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Book Reference

1. Luniya, B.N. : Evolution of Indian Culture
2. Wolport, S. : Introduction to India
3. Hussain, S.A. : The National Culture of India
4. Tomery, E. : History of Fine Arts in India and West
5. Basham, A.L. : The Wonder that was India
6. Brown, Percy : Indian Architecture – Buddhist and Hindu, Vol. I
7. Coomaraswamy, A.K.: History of Indian and Indonesian Art
8. Kramrish, Stella : Art of India
9. Poande, Susmita: Medieval Bhakti Movement

Web Reference

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Level
CO 1	Recall the meaning of culture and heritage	K1
CO 2	Understand the cultural dynamics during different periods	K2
CO 3	Apply knowledge of royal patronage and the Bhakti Movement to analyze the radical transformations in Indian art and architecture	K3
CO 4	Analyze the impact of the advent of Islam and the Sufi Movement on Indian art, architecture and literature	K4
CO 5	Evaluate the effects of colonial rule on Indian culture and Compare the legacies of different cultural periods	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit built in Choice (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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EC - 4

PHDE13

Course Title	Indian Constitution						
Course Type	Elective Course 7	Course Code	EC 4				
Year	I	Semester	H I				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Text Books

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

Book References

1. Bhargava Rajeev, Politics and Ethics of the Indian Constitution,

Oxford University, 2009

2. Durga Das Basu, *Commentary on the Constitution of India*, Wadha& Company, 2000

3. Gautam Bhatia, *Transformative Constitution: A Radical Biography in Nine Acts*, Harper Collins India, 2019

4. Misra, B.R., *Economic Aspects of Indian Constitution*, Orient Longman, 1952

Web Reference:

1. <https://legislative.gov.in/constitution-of-india>
2. https://www.constitutionofindia.net/constitution_of_india
3. <https://www.loc.gov/item/57026883>

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the historical background Sources and key components of the Indian Constitution	K1
CO 2	Understand the significance of the Indian Constitution	K2
CO 3	Apply knowledge of Indian federalism to analyze the distribution of powers among centre and State governments	K3
CO 4	Analyze the structure and functions of the Union Government	K4
CO 5	Evaluate the roles and functions of the State Government and Create connections between the various components of the Indian Constitution	K5.K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	2	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	14	15	15	15	15	15	15
Average	2.8	3	3	3	3	3	3

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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For H.O.D 30.9.24

EC-9

Course Title	Women in India through the Ages						
Course Type	Elective Course 11	Course Code	EC- 9				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	F	Total
			3	1	0	0	
							4

Course Contents

UNIT I

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

UNIT II

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

Unit III

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

Unit IV

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

Unit V

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

Women and Media: Women in Print- Visual and Social Media

Text Books

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

References for Books

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

Web Reference :

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Level
CO 1	Remember the various perspectives on women's issues.	K1
CO 2	Understand the role of women in ancient, medieval, and modern India	K2
CO 3	Examine the constitutional provisions, and laws fo Women	K3
CO 4	Analyze the impact of social reform movements and women's welfare organizations	K4
CO 5	Evaluate the role of women in the economy Create connections between women's issues and their portrayal in the media, societal norms etc .	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	2	3	3	3	3
CO 2	3	3	2	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	13	15	15	15	15
Average	3	3	2.6	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

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PMISEI

Course Contents

UNIT I Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription – Authenticity
UNIT II Nature of the material- stone, metal, clay, terra-cota, pottery, wood, papyrus, parchment-Types of inscriptions- monumental- archival- Incidental
UNIT III Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script
UNIT IV Origin of Writing in South India – Tamil - Tamil Brahmi – Vattezhuthu – Grantha Script
UNIT V- Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions- inscriptions of Gupta period- Inscriptions in Tamil Nadu – Tamil -Mangulam - Sittannavasal

Books for Reference:

1. Buhler, George, Indian Paleography, Indian Studies Past and Present; Calcutta; 1959
 2. Dani. A.H, Indian Paleography, Munshiram Manoharlal Publishers; 3 edition, 2011
- Sivaramamurthy. C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum, 1952

Web Reference:

1. <https://www.britannica.com/topic/epigraphy>
2. https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History
3. [https://asi.nic.in/Ancient India/Ancient India Volume 9/article 9.pdf](https://asi.nic.in/Ancient%20India/Ancient%20India%20Volume%209/article%209.pdf)

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the definition and importance of epigraphy in historical writing.	K1
CO 2	Understand the various types of inscriptions and materials used	K2
CO 3	Apply knowledge of the origin and decipherment of scripts.	K3
CO 4	Analyze the significance of inscriptions as historical sources.	K4
CO 5	Evaluate the reliability and relevance of different types of inscriptions for historical research. Create narratives using inscriptions for Historical Research.	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2) L-Low (1)

L-Low (1)

Question pattern

Section A
1(a & b) questions from each unit 5 X 15 = 75

Handwritten notes:

~~Concussion~~
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Good & well

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For H.O.D 30.9.24

**SEMESTER II
CORE -IV**

PHC204

CORE - IV							
Course Title	History of Medieval India - 1206 - 1707 CE						
Course Type	Core Course 4	Course Code	CC 4				
Year	I	Semester	II				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

Economic and Socio-Cultural Life in Medieval India: Economy: Agricultural Production, Village Society and the Revenue System – Trade— relations with the Europeans-Society- Ruling Classes, Merchants, Artisans and Slaves – Caste, Customs and Women – Religious Ideas and Beliefs- The Sufi Movement- The Bhakti Movement in North India – Culture- Architecture – Literature – Fine Arts – Music.

Text Books

1. Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954..
2. Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.

References for Books

1. Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005
2. Habib, Mohammed and Irfan Habib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016

Web Reference

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall key events and rulers of the Delhi Sultanate and Mughal Empire.	K1
CO 2	Understand the establishment, administration, and socio-cultural aspects of the Delhi Sultanate and Mughal Empire.	K2
CO 3	Apply knowledge of the political, economic, and religious dynamics during the Delhi Sultanate and Mughal periods.	K3
CO 4	Analyze the challenges faced by centralized states	K4
CO 5	Evaluate the impact of economic, social, and cultural factors on medieval Indian society. Create the achievements and contributions of the various Empires	K5.K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	2	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	2	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	13	15
Average	3	3	3	3	3	2.6	3

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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Course Title	Socio Cultural History of Tamil Nadu - 1311 – 2000 C.E.					
Course Type	Core Course 5	Course Code	CC 5			
Year	I	Semester	II			
Credits	5	Hours	L	T	P	F S
			5	1	0	0

Course Contents

UNIT I The Nayaks of Madurai – Thirumalai Nayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – contribution of Nayaks to art and architecture and Tamil culture.
UNIT II Tamil Nadu under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – Saraswathi Mahal Library – Development of Art and Architecture under the Marathas .
UNIT III The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism: St.Ramalinga- Vaishnavism: the Schism .
UNIT IV Christianity: Policy of the Company - growth and impact - Introduction of Western education – Government education - Professional and Technical education– Female education.
UNIT V Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of Dravidian Movement to social transformation- socio- cultural impact of the Dravidian parties

Text Books
1. Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990
2. Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub., Madurai, 1981
3. Rajaraman, P., Justice Party: A Historical Perspective, 1916-37, Poompozhi Publishers, Madras, 1988
4. Rangaswamy, M., Tamil Nationalism, Hema Pub., Chennai, 2006
5. Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002
6. Singaravelu, S., Social Life of the Tamils, Dept. of Indian Studies, Kuala Lumpur
7. Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., New Delhi, 1996
8. Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi, 1974

Reference for Books

1. K.A.N.Sastri : The Pandyan Kingdom (London.1929)
2. Kalidos. R : History and Culture of Tamils (From Prehistoric Times to Present rule)
3. Krishnaswamy Dr.A. : The Tamil country under Vijayanagar
4. Rajaraman, P., Chennai through the Ages, Poompozhi Pub., Chennai, 1997.
5. RajayyanDr.K : History of Tamil Nadu (1565 – 1982)
6. Sathianathair. R. : History of Nayaks of Madurai

Web Reference:

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the contributions of Nayaks of Madurai, Tanjore, and Senji to Tamil culture and art.	K1
CO 2	Understand the social and cultural conditions under the Nayaks, Marathas, and Sethupathis of Ramnad in Tamil Nadu.	K2
CO 3	Apply knowledge of the Maratha rule in Tamil Nadu to analyze its impact on society, literature, and architecture.	K3
CO 4	Analyze the administration and societal aspects under the Nawabs	K4
CO 5	Evaluate the policies and impact of Christianity, Western education, and social reform movements and Create the contributions of individuals and movements to the socio-cultural transformation of Tamil Nadu.	K5.K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	2	2	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	14	14	15	15	15	15
Average	3	2.8	2.8	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

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CORE VI

PHC206

Course Title	Historiography and Historical Methods					
Course Type	Core Course 6	Course Code	CC 6			
Year	I	Semester	II			
Credits	4	Hours	L	T	P	Total
			5	1	0	6

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

LEARNING RESOURCES

Text Books

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

Reference for books

1. Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017
2. Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994
3. Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964

4. Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999

5. Sen, S.P., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973.

Web Reference:

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the meaning, scope, and lessons of history	K1
CO 2	Understand the various philosophies and interpretations of history	K2
CO 3	Apply the principles of historical research, including selecting topics, reviewing literature, and critiquing sources.	K3
CO 4	Analyze the development of historical writing	K4
CO 5	Evaluate the contributions and methodologies of prominent Indian historians and Prepare the evolution of historical thought.	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit built in Choice (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

V. V. J. 2
For 17-20 2020

EC-6

PHDE2:1

Course Title	Indian Art and Architecture					
Course Type	Elective Course 7	Course Code	EC- 6			
Year	I	Semester	II			
Credits	3	Hours	L	T	P	F S
			4	1	0	0
						5

Course Contents

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

Islamic Art: Five Pillars of Islam, Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul-Islam Mosque - Qutub Minar - Mughal Art and Architecture: Humayun's Tomb - Fatehpur Sikri, -Red Fort- Taj Mahal - Mughal Paintings

UNIT V:

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

5. Gupta.R.S., Iconography of the Buddhist, Hindu and Jain, Stosius

Inc/Advent Books Division; Subsequent edition,1980

6. Sivaramamurthy.C., South Indian Bronzes, Lalit Kala Akademi, 1981

7. Srinivasan.K.R., Temples of South India,National Book Trust; Fourth edition,2010

Web Reference:

1. <https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf>
2. https://ignca.gov.in/Asi_data/18060.pdf
3. <https://www.culturalindia.net/indian-architecture/colonial-architecture.html>

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the key features and characteristics of various art and architectural styles in Indian history	K1
CO 2	Understand the evolution and significance of different artistic and architectural schools	K2
CO 3	Apply knowledge of architectural styles to analyze specific structures like Chaityas, Viharas, Stupas, and temples from different periods in Indian history.	K3
CO 4	Analyze the influences and developments within Indian art and architecture,	K4
CO 5	Evaluate the cultural and historical significance of iconic structures.Compare the different architectural styles and their socio-cultural contexts	K5.K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

V.V.H.2
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Text Books

1. Craven, Roy, A concise history of Indian Art, Thames and Hudson; London; 1976
2. Hardy, Adam, The Indian Temple Architecture, Abhinav Publications, 2002
3. Tomory, Edith, A History of Fine Art in India and the West, OrientBlackSwan; Reprinted edition (1989)

Reference for Books

1. Banerjee.J.M., Development of Hindu
2. Iconography, Munshiram Manoharlal; 3rd edition, 2002
3. Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC, 2003
4. Deva, Krishna, Temples of North Indian National Book Trust, 2002

Course Title	PRINCIPLES AND METHODS OF ARCHAEOLOGY					
Course Type	Elective Course	Course Code	EC- 10			
Year	II	Semester	IV			
Credits	3	Hours	L	T	P	F S Total
			4	1	0	0 5

Course Contents**UNIT – I**

Definition – Archaeology and other disciplines – Kinds of Archaeology – Prehistorical cultures: Paleolithic, Neolithic and Megalithic – Harappan Culture.

UNIT – II : Contribution of Various Archaeologists

Contribution of James Princep – William Jones – Alexander Cunningham – John Marshall – Wheeler – Exploration – Methods and objectives – Scientific instruments in Exploration – Aerial Survey – Excavation.

UNIT – III : Methods of Excavation

Surveying and mapping – Excavation method – staff – equipments – stratigraphy – analysis – documentation.

UNIT – IV : Dating methods

Dating methods: Absolute and Relative dating – Carbon 14 method – Thermoluminescence – Potassium – Argon method – Archaeo Magnetism – Dendro Chronology – Fluorine method.

UNIT – V: Features of Archaeology

Preservation and conservation – publication – Archaeology in Post Independent India.- functions of Archaeological Survey of India – State Department of Archaeology.

Reference Books:

1. Atkinson, R.J.C. – Field Archaeology, 2nd edition, London, 1953
2. Barker, Philip Techniques of Archaeological Excavation, London 1977.
3. Childe, V.Gordon – A Short Introduction to Archaeology, New York, 1960.
4. Daniel Glyn – A Hundred and Fifty Years of Archaeology, Harvard University Press, Cambridge, 1976
5. Harris, Edward, C. – Principles of Archaeological Stratigraphy, London, 1989.

6. Rajan, k. – Archaeology, Principle and Methods, Tanjore, 2002
7. Raman, K.V – Principle and Methods of Archaeology, Parthajan Publication, Chennai 1998.
8. Shankalia, A.D. – New Archaeology – Its Scope and application to India, OUP, 1954.
9. Vengatraman, R. – Indian Archaeology (a survey), Ajanta Achagam, VAdipatty.

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Level
CO 1	Remember the definition of archaeology and the contributions of various archaeologists.	K1
CO 2	Understand the relationship between archaeology and other disciplines	K2
CO 3	Examine the features of archaeology such as Preservation and Conservation	K3
CO 4	Analyze the different methods of excavation.	K4
CO 5	Evaluate the various dating methods used in archaeology and compile the functions of the various archaeological departments	K5. K6

CO Mapping with Programme Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	2	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3
Total	15	15	15	15	15	14	15
Average	3	3	3	3	3	2.8	3

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

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SEC – II

PH2SE2

Course Title	INTRODUCTION TO NUMISMATICS						
Course Type	SEC	Course Code	SEC- II				
Year	I	Semester	II				
Credits	2	Hours	L	T	P	F S	Total
			2	0	0	0	2

Course Contents

UNIT I

Numismatics – Meaning and Importance - Origin of coinage- Early coins of India – Maurya coins, Harshapana punchmarked coins.

UNIT II

Coins of the Guptas- coins of kushanas- silver, Gold, copper coins- Golden coins of samuthragupta.

UNIT III

Coins of Ancient South India- coins of Pallavas, Pandyas, Cholas- Chalukyas- Vijayanagar.

UNIT IV

Coins of Delhi Sultanate - Coins of Early Mughals and Later Mughals

UNIT V

Foreign Coins found in India- Roman coins- Greek coins – coins of Portuguese- coins of Dutch- British Coins.

Reference :

- 1 . R.Venkatraman – Indian Archacology
- 2 . Sive Ram Murthy , C.Indian Epigraphy and South Indian Numismatics, 1948
- 3 . Krishnamurthy ‘ coins ‘
- 4 . ThirugnanaSambandam – Tamil coins

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the definition and importance of Numismatics .	K1
CO 2	Understand the various types of Coins and materials used.	K2
CO 3	Apply knowledge of the origin of Coins of South India	K3
CO 4	Analyze the significance of Numismatics as historical sources.	K4
CO 5	Evaluate the reliability and relevance of different types of Coins and Collect and arrange different types Coins	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2) L-Low (1)

Question pattern

Section A
1(a & b) questions from each unit 5 X 15 = 75

U.V.42
For H.O.D 30.9.24
20/2/2025
22/01/2025
HOD 30/9/24

EC -3

Course Title	INTELLECTUAL HISTORY OF TAMILNADU				
Course Type	Elective Course	Course Code	EC 3		
Year	I	Semester	I		
Credits	3	Hours	L	T	P
			4	1	0
			F	S	Total
			0	0	5

Course Contents

UNIT I Intellectuals of Sangam Age : Sangam Literature – Sangam Poets – Thiruvalluvar – Avvaiyar – Tholkappiyar – Elango Adigal – Social and political thoughts
UNIT II Revival of Tamil language and Literature – Pure Tamil movement – Maraimalai Adigal – Thiru Vi.Ka.- Sundaram Pillai - Anti – Hindi Agitation – World Tamil Conferences.
UNIT III Socio – Religious Thoughts of Tamil Intellectuals – Vaikunda Swamikal – Vallalar – Ayothidas Pandithar – Sahajananda – Muthu Lakshmi Reddy – Bharathiar – Bharathidasan.
UNIT IV Religious Saints and their Intellectual contribution – Alvars and Nayanmars- Thirumular – Ramanuja – Veeramamuvir – Caldwell – G.U.Pope – Robert – De- Nobili.
UNIT – V Non- Brahmin movement – causes – Justice party – Dravidian movement – T.M.Nair.C Natesa Mudaliar – P.Thiagarayachetti – Periyar EVR – A.T.Panneerselvam – Ramasami Mudaliar –Raja of Bobbili and Panagal - Soundara Pandian – Annamalai Chettiar.

Books for Reference:	
1.Kalapana RajaRam (Ed)	- History of Modern India
2.Ponnu.R	- Sri Vaikunda swamikal and the struggle for Social equality in South India.
3. Veeramani .K	- The History of the struggle for Social Justice in Tamil Nadu.
4. Bipanchandra	- India's struggle for Independence.
5.Devanesan . A	- History of Tamilnadu (up to 1995 A.D).

6. Jayapalan . N	- Social and cultural History of Tamilnadu
7. Firoz Alam	- Great Indian Personalities
8.Venkatesan .G	- History of Ancient Tamilnadu (300BC- 1600 A.D)
9. Venkatesan.G	- History of Modern Tamilnadu (1600 – 2011 A.D)
10.Rajayyan.K	- History of Tamilnadu 1565 to 1984 A.D

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the definition ,nature and scope of bureaucracy	K1
CO 2	Understand the revival of Tamil Language and Literature	K2
CO 3	Apply knowledge of the Socio-religious thoughts of Tamil intellectuals.	K3
CO 4	Analyze the intellectual contributions of religious Saints	K4
CO 5	Evaluate the causes and impact of the Non-Brahmin Movement.Create connections between the historical and intellectual movements in Tamil Nadu	K5,K6

CO Mapping with Programme Outcomes

CO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3
	15	15	15	15	15	15	15
	3	3	3	3	3	3	3

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)
		1 question from each unit built in Choice (3 x 10 =30)

V.V. J2
For H.O.D 30/10/24

Course Title	ARCHIVES KEEPING						
Course Type	Elective Course	Course Code	EC -5				
Year	I	Semester	I				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

Course Contents

UNIT I Archives – Meaning and definitions – Collection of Records and Documents – Scope of Archives Keeping – Importance of Archives Keeping – Types of Archives – Archives as sources of history.
UNIT II History of Archives Keeping – Origin – Archives Keeping in ancient Greece and Rome – Archives Keeping in modern Europe and the USA – History of Archives Keeping in India.
UNIT III Creation of Archives – Materials required for creation of Archives – Functions of Archives – Acquisition and arrangement of records – Archives and Library.
UNIT IV Formation and Functions of the National Archives of India and the Tamil Nadu State Archives – Eminent Keepers of Archives – K.W.Forest – S.C. Hill – Schotfield – S.N.Sen – B.S.Baliga
UNIT V Preservation of Archives – Principles of preservation – Agents of deterioration – Internal and external – Methods of preservation – Rehabilitation of records – Administration of Archives.

Books for Reference:

1. Back E.A, Book worms, The Indian Archives, Vol.I
2. Baliga, B.S, Guide to the Records Preserved in the Madras Record Office.
3. Mukherjee, Preservation of Library Materials, Archives and Documents.
4. Salien Ghose, Archives in India
5. Thiyagaraj J, Archives Keeping
6. Jenikimson Hillary, A manual of Archives keeping
7. Sarvaswaran.P, Archives keeping
8. Harinarayana, Science of Archives keeping
9. Kumaraswamy.A, Archives keeping
10. Dharmaraj .J, Archives keeping

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the meaning definitions and importance of Archives	K1
CO 2	Understand the scope of Archives Keeping	K2
CO 3	Apply knowledge of materials required for creating Archives	K3
CO 4	Analyze the formation and functions of the Archives of India	K4
CO 5	Evaluate the Principles and methods of preservation and Create connections between the principles and practices of archives keeping	K5.K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO6	PSO7
CO1	3	3	2	3	3	3	3
CO2	3	3	2	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3
TOTAL	15	15	13	15	15	15	15
AVERAGE	3	3	2.6	3	3	3	3

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10) (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBAKONAM
DEPARTMENT OF HISTORY

II - M.A

OUTCOME BASED EDUCATION CHOICE BASED CREDIT SYSTEM

SEMESTER – III

P23HC307

CORE COURSE – VI I

PHC307

Course Title	Colonialism and Nationalism in India						
Course Type	Core Course 7	Course Code	CC 7				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Text Books

1. Chandra, Bipan, et. al., ed., *India's Struggle for Independence*, Penguin Random House India, New Delhi, 2016
2. Grover, B.L. and Alka Mehta, ed., *A New Look at Modern Indian History: From 1707 to the Modern Times*, S. Chand & Co. Ltd., New Delhi, 2018

3. Masselos, Jim, *Indian Nationalism: A History*, New Dawn Press, 2005
4. Sarkar, Sumit, *Modern India, 1885-1947*, Laxmi Pub., New Delhi, 2008

References for Books

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

Web Reference

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes The students on completion of the course will be able to:	Cognitive Level
CO 1	Remember the colonial history of India,	K1
CO 2	Understand the impact of European colonialism on India	K2
CO 3	Examine the role of Indian National Congress.	K3
CO 4	Analyze the development of nationalist movements	K4
CO 5	Evaluate the effectiveness of different strategies during the struggle for independence and prepare a chart for the key figures of India's struggle	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	2	2	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	14	14	15	15	15	15
Average	3	2.8	2.8	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

V.V. H. 2
For H.O.D 30/9/24

CORE VIII
P23HC308

Course Title	Intellectual History of India						
Course Type	Core Course 8	Course Code	CC 8				
Year	II	Semester	III				
Credits	5	Hours	L	T	P	F S	Total
			5	1	0	0	6

Course Contents

UNIT I Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – Dayananda Saraswati – Syed Ahmed Khan – Vivekananda – Annie Besant
UNIT II Economic thought of Early Nationalists – Dadabhai Naoroji – R.C. Dutt – M.G. Ranade – J.C.Kumarappa
UNIT III Bala Gangadhar Tilak – Aurobindo Ghosh – Subramanya Bharati – M.A. Jinnah
UNIT IV Social Thinkers: Jyothi Rao Phule- Periyar E.V. Ramasamy- B.R. Ambedkar , Ayothi Das Pandithar — M.N. Roy
UNIT V: Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan and Total Revolution

Text Books

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

References for Books

1. C.P.Andrews : The Renaissance in India
2. P.K.Gopalakrishnan : Development of Economic Ideas in India.
3. V.Brodov : Indian Philosophy of Modern Times
4. Hanskohn : History of Nationalism in the East
5. C.Y.Chintamani : Indian Politics Since the Mutiny
6. Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.

7. Beniprasad : The Hindu – Muslim Questions
8. H.C.E.Zacharias : Renascent India
9. G.A.Natesan& Co : Ram Mohan Roy : Hist. Life, Writings and Speeches.
Web Reference
1. https://books.google.com/books/about/Makers_of_Modern_India.html?id=
2. https://www.researchgate.net/publication/291936187_An_intellectual_history_for_India

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the key figures and movements in Indian intellectual history	K1
CO 2	Understand the economic and social thought of early Indian nationalists	K2
CO 3	Examine the contributions of Intellectuals	K3
CO 4	Analyze the social theories of the Intellectuals of India.	K4
CO 5	Evaluate the roles of Indian nationalists and Reconstruct the ideological evolution of key figures in Indian history	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

V-V 2/2
For H10 D 30.10.24

Course Title	Economic History of India since 1857 CE					
Course Type	Core Course 9	Course Code	CC 9			
Year	II	Semester	III			
Credits	5	Hours	L	T	P	Total
			5	1	0	6

Course Contents

UNIT I:

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

UNIT II:

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

UNIT III:

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

UNIT IV:

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

UNIT V:

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

Text Books

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

Reference for Books

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

II, Cambridge University Press, Cambridge, 2008

Web Reference:

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

Note : Latest edition of the books may be used

CO No	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the conditions of agriculture, industries, trade, finance, and transportation during the 19th century in India.	K1
CO 2	Understand the agricultural settlements and industrial evolution in colonial India	K2
CO 3	Examine the impact of the industrial development.	K3
CO 4	Analyze the transition of traditional industries	K4
CO 5	Evaluate the contributions of nationalist critics and Create narratives illustrating the economic transformations	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

N.V. J. 27
For 17.10.20

Course Title	International Relations since 1945 CE					
Course Type	Core Course 10	Course Code	CC 10			
Year	II	Semester	III			
Credits	4	Hours	L	T	P	F S Total
			5	1	0	0 6

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Text Books

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

References for Books

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

Web Reference:

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the various theories of international relations	K1
CO 2	Understand the origins, characteristics, and dynamics of the state system	K2
CO 3	Describe the theories and concepts on International Relations	K3
CO 4	Analyze the roles and functions of international organizations.	K4
CO 5	Evaluate the effectiveness of international agreements and. Prepare about India's role and concerns in global politics,	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	2	3	3	3	3
CO 4	3	3	3	3	3	2	3
CO 5	3	3	3	3	3	3	3
Total	15	15	14	15	15	14	15
Average	3	3	2.8	3	3	2.8	3

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

V.V.H.2
Fr H.O.D 30.9.24

Course Title	INDIAN POLITY						
Course Type	Elective Course	Course Code	EC – 8				
Year	II	Semester	III				
Credits	3	Hours	L	T	P	F	Total
			3	1	0	0	

Course Contents

Unit I : Nature of the Indian Constitution - The Preamble - Fundamental Rights - Fundamental Duties - The Directive Principles of State Policy.
Unit II : The Union Government - Executive, Legislature and Judiciary – Supreme Court.
Unit III : The State Government - The Governor - Chief Minister – Legislature - High Court – Panchayat Raj.
Unit IV : The Centre & State Relations - Emergency Provisions - Recommendations of the Constitutional Review Commission – Important Amendemets : 42, 44, 73, 74, 84 & 92
Unit V : Constitutional Functionaries - Election Commission - General Elections – Electoral Process - National and Regional Parties.

Reference for Books :

1. Gopal Chowdhary, Constitution of India, Vee Kumar Publications Pvt. Ltd., New Delhi, 2005.
2. Graville Austin, J., The Indian Constitution, Oxford University Press, Madras, 1966.
3. Joshi, C.N., The Constitution of India, Mac. Millan India Limited, Madras, 1981.
4. Poornima G.R. and Suresh Kumar M.N., The Constitution of India, Sura College of Competition, Chennai, 2007.
5. Venkatesan, G., History of Contemporary India 1947 - 2007, V.C. Publications, Rajapalayam, 2010.

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the key components and features of the Indian Constitution	K1
CO 2	Understand the structure and functions of the Union and State governments	K2
CO 3	Examine the Centre-State relations	K3
CO 4	Analyze the importance and implications of significant amendments to the Indian Constitution	K4
CO 5	Evaluate the roles and functions of constitutional functionaries.and synthesize their impact	K5,K6

Course Outcomes:

CO	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	3	3	3	3	3	3	3
CO2	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3
CO5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

For H.O.D 30.9.24

Course Title	Administrative History of Tamil Nadu				
Course Type	Elective Course	Course Code	EC- 7		
Year	I	Semester	II /		
Credits	3	Hours	L	T	P
			F	S	Total
			4	1	0
			0	0	5

Course Contents

Unit I

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

Unit II

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

Unit – III

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

Unit- IV

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

Unit V

Policies and programmes– economic- social and demographic impact

Text Books

1. Rajaram .P The justice Party:A Historical Perspective,1916-1937
2. Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)
3. Rajmohan Gandhi., Rajaji:A Life
4. Narasimhan.V.K., Kamaraj A Study
5. Sandhya Ravishankar.,Karunanidhi: A Life in Politics

Reference for Books

1. Subramanian.N History of Tamilnadu Vol.2

Web Reference

1. www.jetir.org
2. <https://www.inc.in>
3. <https://dmk.in>

Note : Latest edition of the books may be used

O No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Recall the key achievements and policies of various political administrations in Tamil Nadu.	K1
CO 2	Understand the impact of the rule of different political parties' policies.	K2
CO 3	Apply knowledge of the administrative policies to analyze their developments	K3
CO 4	Analyze the effectiveness and significance of specific policies and programmes	K4
CO 5	Evaluate the success and shortcomings of various welfare schemes and construct the long-term effects on the economic, social, and demographic landscape of Tamil Nadu	K5.K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	2	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	14	15	15	15	15
Average	3	3	2.8	3	3	3	3

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10) (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

V. V. J. 2024

P#3IDC

INTER DISCIPLINARY SPECIFIC ELECTIVE COURSE

P23HC3I DC

Course Title	HISTORY FOR COMPETITIVE EXAMINATION					
Course Type	Inter Disciplinary	Course Code	IDSEC			
Year	II	Semester	III			
Credits	2	Hours	L	T	P	Total
			2	0	0	2

Course Contents

UNIT – I : Ancient History Sources – Prehistoric Age – Indus Valley Civilization – Vedic Age – Sangam Age – Alexander's Invasion – Religions in 6th Century BC – Rise of Magada- Mauryas – Guptas – Harshavardhana
UNIT – II : Medieval History Muhammedan Invasions – Delhi Sultanate – Vijayanagar – Bahmini – Pallavas – Cholas – Bhakthi Movement
UNIT – III : Mughal Empire Mughal Rule – Babur – Sher Shah – Akbar- Shajahan – Aurangazeb- Decline of the Mughals – Contribution to Culture
UNIT – IV : Advent of the Europeans Advent of the Europeans – Robert Clive- Warren Hastings – Cornwallis – Wellesley – Bentinek- Dalhousie – Sepoy Mutiny
UNIT – V : Pre and Post Gandhian Era Nationalism – Moderates – Extremists – Gandhian Era – Indian Independence Act of 1947 – Indian Constitution.

Reference Books :

1. Shashi Chandra : Medieval India (1200 – 1800). Alfa Publications, New Delhi 2009
2. Prasad Singh Parashar, Trueman's Indian History, Kamishka Publications, New Delhi
3. Chakravarty, Freedom Fighters of India, Crest Publishing House, Delhi 1999
4. J.C. Aggarwal, The Ancient, Medieval & Modern Indian History, S. Chand & Co, New Delhi 2009
5. Sarkar Sumit, Modern India 1885 – 1947, Macmillan, New Delhi, 1983
6. Chandra Bipan et al, India's Struggle for Independence, New Delhi, 1972

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Identify and describe the key sources of ancient Indian history, including archaeological and literary evidence.	K1
CO 2	Describe the key features of the Vijayanagar Empire and its role in South Indian history.	K2
CO 3	Demonstrate how Sher Shah's administrative reforms influenced subsequent Mughal governance	K3
CO 4	Analyze the administrative changes introduced by Lord Cornwallis and their long-term effects.	K4
CO 5	Evaluate the significance of the Indian Constitution and Develop a presentation that outlines the evolution of Indian nationalism from the late 19th century to independence.	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A
1 (a & b) questions from each unit 5 X 15 = 75

Material Provided
Material Submitted to COE

rv 2/2
For H-OD 1.10.24

INTER DISCIPLINARY SPECIFIC ELECTIVE COURSE

INTER DISCIPLINARY SPECIFIC ELECTIVE COURSE							
Course Title							
Course Type	Inter Disciplinary	Course Code	IDSEC				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	F S	Total
			2	0	0	0	2

Course Contents

UNIT – I : Ancient History

Sources – Prehistoric Age – Indus Valley Civilization – Vedic Age – Sangam Age – Alexander's Invasion – Religions in 6th Century BC – Rise of Magada- Mauryas – Guptas – Harshavardhana

UNIT – II : Medieval History

Muhammedan Invasions – Delhi Sultanate – Vijayanagar – Bahmini – Pallavas – Cholas – Bhakthi Movement

UNIT – III : Mughal Empire

Mughal Rule – Babur – Sher Shah – Akbar- Shajahan – Aurangazeb- Decline of the Mughals – Contribution to Culture

UNIT – IV : Advent of the Europeans

Advent of the Europeans – Robert Clive- Warren Hastings – Cornwallis – Wellesley – Bentinck- Dalhousie – Sepoy Mutiny .

UNIT – V : Pre and Post Gandhian Era

Nationalism – Moderates – Extremists – Gandhian Era – Indian Independence Act of 1947 – Indian Constitution.

Reference Books :

1. Shailesh Chandra : Medieval India (1200 -1800), Alfa Publications, New Delhi,2009
2. Pramod Singh Parashar: Trueman's Indian History, Kanishka Publications, New Delhi.
3. Chakravarty: Freedom Fighters of India, Crest Publishing House, Delhi,1999.
4. J.C. Aggarwal : The Ancient, Medieval & Modern Indian History, S. Chand&co, New Delhi,2009.
5. Sarkar Sumit, Modern India 1885 – 1947, Macmillan, New Delhi,1983
6. Chandra Bipan et al, India's Struggle for Independence, New Delhi,1972

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Identify and describe the key sources of ancient Indian history, including archaeological and literary evidence.	K1
CO 2	Describe the key features of the Vijayanagar Empire and its role in South Indian history.	K2
CO 3	Demonstrate how Sher Shah's administrative reforms influenced subsequent Mughal governance	K3
CO 4	Analyze the administrative changes introduced by Lord Cornwallis and their long-term effects.	K4
CO 5	Evaluate the significance of the Indian Constitution and Develop a presentation that outlines the evolution of Indian nationalism from the late 19th century to independence.	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

Question pattern

Section A
1 (a & b) questions from each unit 5 X 15 = 75

Material Provided
Material Submitted to COE

N. V. 42
For 10.00 30.09.24

VALUE ADDED COURSE

Course Title	Research and Report Writing						
Course Type	VAC	Course Code	VAC				
Year	II	Semester	III				
Credits	2	Hours	L	T	P	F S	Total
			0	0	0	0	0

Course Contents

Unit I

Introduction: Significance of Report Writing in academics and research- Requirement of report writing- research goals. Various kinds of Reports and its presentations. - Characteristics of Academic and Research Reports / Presentations.

Unit II

Research Writing

Types of Research Papers, Structure of research papers -Research Paper Formats -Abstract writing – Methodology -Results and discussions - Uses of plagiarism detection tools.

Unit III

Report Writing

Writings project proposals - Lecture notes - Progress reports- Utilization reports - Scientific Reports – Analyse One Government report from the Library

Unit IV-.Ethics and research- fabrication- plagiarism- misrepresentation

Unit –V- Best practices- formulating the focus of the research- possess and develop cultural knowledge- importance of socially beneficial research

Text Books

1. A Step-by-Step Guide to Writing Academic Papers by Anne Whitaker September 2009
2. On Writing a Thesis by C P Ravikumar, IETE Journal of Education, 2000
3. Microsoft Office 2016, by Joan Lambert and Curtis Frye, Microsoft Press, Washington 98052-6399
4. LATEX for Beginners, Edition 5, March 2014 Document Reference: 3722-2014
5. Essential LATEX ++, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Web Reference

1. <http://www.library.cornell.edu/resrch/citmanage/mla>
2. <https://files.eric.ed.gov/fulltext/EJ1196755.pdf>
3. <http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf>

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the meaning and the importance of report Writing	K1
CO 2	Understand the various methods of research writing	K2
CO 3	Explain the methods of writing research proposals	K3
CO 4	Analyze the importance of ethics in research	K4
CO 5	Evaluate the importance of socially beneficial research . highlight the best practices.	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low(1)

*For 2017-18 marks mark
22/01/2018*

P23HC411

GOVERNMENT COLLEGE FOR WOMEN (AUTONOMOUS), KUMBAKONAM
DEPARTMENT OF HISTORY

II - M.A

OUTCOME BASED EDUCATION CHOICE BASED CREDIT SYSTEM

SEMESTER - IV

CORE COURSE - XI

Course Title	Contemporary India						
Course Type	Core Course 11	Course Code	CC 11				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	F S	Total
			5	1	0	0	6

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

Indian Society: Rural and Urban context — Constitutional framework for safeguarding the social interest Education – Indian Education Commission – University Grants Commission – Kothari Commission – Progress of women education-growth of science education

UNIT V

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

Text Books

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

References for Books

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

Web Reference

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

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the, political development, and cultural aspects of India.	K1
CO 2	Understand the characteristics of the Indian population,	K2
CO 3	Describe the national policies on Science and Technology	K3
CO 4	Analyze the impact of government policies on various sectors of the Indian economy.	K4
CO 5	Evaluate India's foreign policy and arrange the social, educational, and cultural developments in rural and urban India	K5,K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	2	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	14	15	15	15	15
Average	3	3	2.8	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

V.V. H.P. 30.9.24
Fw H.O.D

P23HC412

CORE XII

CORE XII							
Course Title	Peasant and Labour Movements in India						
Course Type	Core Course 12	Course Code	CC 12				
Year	II	Semester	IV				
Credits	5	Hours	L	T	P	FS	Total
			5	1	0	0	6

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Text Books

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

References for Books

Relation to Marxism". Social Scientist 117. (February, 1983): 43-54.

Basu, Deepika., The Working Class in Bengal: Formative Years, Calcutta, 1993.
Bose, Sugata. Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947. Cambridge University Press, Cambridge, 1986.
Chandavarkar, Rajnarayana., The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940, Delhi, 1989.
Chattergi, Rakhahari., Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984
Hardiman, David., Peasant Resistance in India 1858 - 1914, Oxford University Press, 1992.

Web Reference

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

Note : Latest edition of the books may be used

O No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the agrarian systems and labour issues in Indian society.	K1
CO 2	Understand the dynamics of agrarian change in India	K2
CO 3	Outline the labour laws and social and economic changes.	K3
CO 4	Analyze the impact of colonial policies on Peasant Movements	K4
CO 5	Evaluate the effectiveness of labour laws, trade union strategies Compare challenges faced by peasants and workers	K5, K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	2	2
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	2	3	3	3	3	3	3
Total	14	15	15	15	15	14	14
Average	2.8	3	3	3	3	2.8	2.8

S-Strong (3)

M-Medium (2) L-Low (1)

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

V. V. H. 2
For HOD 30.9.24

Core XIII**Project**

Course Title	Project					
Course Type	Project with Viva	Course Code	PT			
Year	II	Semester	IV			
Credits	5	Hours	L	T	P	F S Total
			0	0	0	0 8

Project at P.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source-based study. It also facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

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

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

V.V. Jyoti
For H.O.D 30.9.20

EC -11

Course Title	Science and Technology in India since 1947 CE				
Course Type	Elective Course	Course Code	EC – 11		
Year	II	Semester	IV		
Credits	3	Hours	L	T	P
			F	S	Total
			4	1	0
			0	0	5

Course Contents

UNIT I

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

UNIT II

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

UNIT III

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

UNIT IV

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

UNIT V

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

Text Books

1. Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial Stale. Hyderabad. Orient Longman Limited.
2. Alam, Ghayur 1993. Research and Development in Indian Industry: A study of the Determinants of its Size and Scope (mimeo) Study undertaken by the Centre for Technology Studies. New Delhi: Department of Science and Technology.
3. Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad: Mapin Publishing Pvt. Ltd.

References for Books

1. Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.
2. Parthasarathi, Ashok 1972. Framework and Format for Sectoral S & T Plans: A Control Document prepared for the National Committee on S & T (NCST),
3. Government of India Special Assistant for S & T to Prime Minister, New Delhi, March.

Web Reference

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

Note : Latest edition of the books may be use

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the establishment of the Science and Technology Ministry and key scientific research institutions in India	K1
CO 2	Understand the development of agricultural science, and contributions of individuals	K2
CO 3	Carry out IT revolution and its social and economic impacts	K3
CO 4	Analyze the role of key figures of India's scientific Research	K4
CO 5	Evaluate the significance and impact of scientific advancements and combine the scientific development in India and its impact	K5.K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	3	3	3	3	3
CO 2	3	3	3	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	15	15	15	15	15
Average	3	3	3	3	3	3	3

S-Strong (3)

M-Medium (2)

L-Low (1)

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

For HOD 30.9.24

EC -12

P23HCE4:2

Course Title	Tourism in Tamil Nadu						
Course Type	Elective Course	Course Code	EC -12				
Year	II	Semester	IV				
Credits	3	Hours	L	T	P	F S	Total
			4	1	0	0	5

Course Contents

UNIT I

Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals

UNIT II

Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions

UNIT III

Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai – State Institute of Hotel Management and Catering Technology, Tiruchirappalli

UNIT IV

Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kanniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram

UNIT V

Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities – entrepreneurial opportunities in Tourism Industry – Tourist Guides – Chauffeurs – Interpreter

Text Books

1. Bhatia, A.K., *Tourism Development, Principles and Practices*, Sterling Publishers, New Delhi, 1987
2. Kannammal, Geetha, et. al, *An Introduction to Tourism in Tamil Nadu*, University of Madras, Chennai, 2007
3. Seth, Pran, *Successful Tourism Management, Vol. II: Tourism Practices*, Sterling Publishers, New Delhi, 1997

References for Books

1. *Citizen's Charter*, Tourism Department, Government of Tamil Nadu, 2002
2. *Enchanting Tamil Nadu*, Tamil Nadu Tourism, September 2005
3. Selvam, M., *Tourism Industry in India*, Himalaya Publishing House, Bombay, 1989

Web Rference:

1. <https://www.tamilnadutourism.tn.gov.in>
2. <https://www.e-unwto.org/>

Note : Latest edition of the books may be used

CO No.	Course Outcomes <i>The students on completion of the course will be able to:</i>	Cognitive Level
CO 1	Remember the geography of Tamil Nadu and the various types of tourism.	K1
CO 2	Understand the role of the government in promoting tourism and the guiding principles of tourism promotion	K2
CO 3	Examine the training opportunities in hotel management and catering technology	K3
CO 4	Analyze the tourist attractions in Tamil Nadu, including major cities and destinations.	K4
CO 5	Evaluate the tourism industry in Tamil Nadu . Highlighting the Tourist attractive places in Tamilnadu.	K5.K6

CO Mapping with Programme Outcomes

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	3	3	2	3	3	3	3
CO 2	3	3	2	3	3	3	3
CO 3	3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3	3
CO 5	3	3	3	3	3	3	3
Total	15	15	13	15	15	15	15
Average	3	3	2.6	3	3	3	3

S-Strong (3)

M-Medium (2) L-Low

QUESTION PATTREN

	Section A	Section B	Section C
2 Multiple choice question from each unit (10X1=10)	1 question from each unit (5X2=10)	1(a & b) question from each unit (5 X 5 = 25)	1 question from each unit built in Choice (3 x 10 =30)

V. V. J. 2
For HOD 30.9.24