

**ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS)  
CHENNAI-08  
Reaccredited with A Grade Status by NAAC  
College with Potential for Excellence by the UGC**

**DEPARTMENT OF HISTORY, TOURISM AND TRAVEL  
MANAGEMENT**

**UG  
REVISED SYLLABUS 2018- 2019  
B.A. HISTORY**



**CHOICE BASED CREDIT SYSTEM (CBCS)  
OUTCOME BASED EDUCATION (OBE)**  
**(OFFERED FROM THE ACADEMIC YEAR 2018-19)**

## CONTENT PAGE

	<b>Page No.</b>
Rules and Regulations for the Programme	1
Programme Educational Objectives (PEO)	3
Programme Outcomes (PO)	3
Programme Specific Outcomes (PSO)	3
Programme Profile	4
Evaluation Pattern for CA	5
Rubrics for CA Evaluation	5
Evaluation Pattern for End Semester	6
Course Profile Semester I	9
Course Profile Semester II	23
Course Profile Semester III	38
Course Profile Semester IV	47
Course Profile Semester V	57
Course Profile Semester VI	78

# **RULES AND REGULATIONS**

## **PG and Research Department of History Revised Syllabus of 2018- 2019 B.A. HISTORY**

### **PREAMBLE:**

#### **To enable the students to**

- Appreciate and acknowledge the History of India and the world
- Learn about the Rich Heritage, Governments, Politics and Policies
- Equip the students to get an all-round perspective in History and to face competitive examinations.

Post graduate and Research Department of History, Tourism and Travel Management is revising syllabi for **B.A. HISTORY** with effect from the academic year 2018 - 2019, including CBCS, OBE and Part IV and Part V components as specified by the Government of Tamil Nadu. Part IV and Part V components will seek to build the capacity of the students and provide inputs for his or her social service and social analysis capabilities.

Every academic year is divided into two semester sessions. Each semester will have a minimum of 90 working days and each day will have 5 working Hrs. Teaching is organized into a modular pattern of credit courses. Credit is normally related to the number of Hrs a teacher teaches a particular subject. It is also related to the number of Hrs a student spends learning a subject or carrying out an activity.

### **OBJECTIVES OF THE COURSE:**

The content of the syllabi enables the student to understand and appreciate the history of our land with special reference to our region and the nations and national movement of the world. The art of managing Museum, the value of family system in India along with the rights of women enables the student to know their position and to get training in management skills.

### **REGULATIONS**

#### **1. ELIGIBILITY FOR ADMISSION:**

Candidates for admission to the first year of the Degree of **B.A. History** shall be required to have passed the Higher Secondary Examinations conducted by the Government of Tamil Nadu or an Examination accepted as equivalent thereto by the Syndicate of the University of Madras.

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

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

#### **3. COURSE OF STUDY:**

The main subject of study for Bachelor Degree shall consist of the following:

PART – I      Foundation Courses exclusive for Languages.

PART –II	LANGUAGE
PART - III	Core and Allied Subjects
PART IV	Non major electives
PART V	Extension Activities / Sports / NCC/NSS/CSS

#### 4. PASSING MINIMUM:

A candidate shall be declared to have passed in each paper / practical of the main subject of study wherever prescribed, if she secured NOT LESS THAN 40% of the marks prescribed for the examination.

#### 5. CLASSIFICATION OF SUCCESSFUL CANDIDATES:

Part I, 11, 111 & IV

Successful candidates passing the examination and securing the marks (i) 60 percent and above and (ii) 50 percent and above but below 60 percent in the aggregate shall be declared to have passed the examination in the FIRST and SECOND class respectively. All other successful candidates shall be declared to have passed the examination in the THIRD class.

Candidates who pass all the examinations (Part I, II, III and IV) prescribed for the course in the FIRST APPEARANCE ITSELF ALONE are eligible for ranking.

#### 6. QUESTION PAPER PATTERN:

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

#### QUESTION PAPER TEMPLATE:

COMPONENT	UNITS	PATTERN	MAXIMUM MARKS
Section A	2 Questions from each Unit	Answer ALL Questions 10 questions in not more than 50 words each	10X2=20 marks
Section B	1 question each from all Units and 3 questions from the Units of significance.	Answer any FIVE questions out of eight questions in not more than 300 words each	5X8=40 marks
Section C	4 question each from all the Units of significance.	Answer TWO questions out of FOUR questions in not more than 1200 words each	2X20=40 marks
<b>TOTAL MARKS OF ALL SECTIONS</b>			<b>100 MARKS</b>

### **PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)**

On obtaining an undergraduate degree the students will be able to:

**PEO1:** Apply and advance the knowledge and skills acquired, to become a creative professional in their chosen field.

**PEO2:** Engage in self-directed continuous learning, aimed at global competency, which will promote professional and personal growth

**PEO3:** Develop management skills and entrepreneurial skills, by harnessing core competencies tempered by values and ethics

**PEO4:** Work towards achieving economic and social equity for women through application of relevant knowledge

**PEO5:** Contribute to promoting environmental sustainability and social inclusivity

### **PROGRAMME OUTCOMES (POs)**

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

**PO1:** Apply the knowledge gained through the study of humanities to address political, socio-economic and gender issues.

**PO2:** Critically engage with history, linguistic, culture, economy, inclusively and environment.

**PO3:** develop students' ability to analyze challenges and make effective decisions.

**PO4:** Inculcate skills to evaluate, innovate and integrate the contemporary issues and motivate further learning.

**PO5:** Enhance their ethical values, communicative and employability skills.

**PO6:** Gain quality education, global in perspective and contribute towards holistic development.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

After completion of the Specific programme, the student will.

**PSO1:** Identify the historical and geographical extent of different regions.

**PSO2:** Compare the events in the history in different countries and evaluate its consequences.

**PSO3:** Analyze the socio-cultural, economic and political activities of India.

**PSO4:** Apply the subject knowledge to various fields like Archaeology, Numismatics, Museology, and Archives Keeping.

**PSO5:** Create interest in research.

**PSO6:** Apply communication skills to inculcate and evaluate varied ideologies.

**PROGRAMME PROFILE**  
**B.A.HISTORY**

TOTAL CREDITS: 140

TOTAL TEACHING HRS: 180

PART	COURSE	TITLE OF THE PAPER	CODE	L	T	H	C
<b>I SEMESTER</b>							
I		Tamil/ Hindi / French / Sanskrit					3
II		Foundation English I	EL18/1F/FEN				3
III	Core 1	Main Currents in India Upto 1206	HS18/IC/MCI	4	1	5	4
III	Core 2	History of Early Medieval India	HS18/IC/HMI	4	1	5	4
III	Allied 1	Survey of Indian History (For Economics Dept.)	HS18/IA/SIH	4	2	6	5
III	Allied 1	GEOGRAPHY (Offered by the Geography Dept.)	ALLIED				5
IV	NME	Basic Rights of Women	HS18/1N/BRW	2	0	2	2
IV		Soft Skill	UG 18/1S/ECS				3
<b>II SEMESTER</b>							
I		Tamil/ Hindi / French / Sanskrit					3
II		Foundation English II	EL18/2F/FEN				3
III	Core 3	History of Later Medieval India	HS18/2C/HMI	4	1	5	4
III	Core 4	History of Modern India Upto 1858	HS18/2C/HMI	4	1	5	4
III	Allied 2	Survey of Contemporary India 1950-2000 (For Economics)	HS18/2A/SCI	4	2	6	5
III	Allied 2	GEOGRAPHY (Offered by the Geography Dept.)	ALLIED				5
IV	NME	History of Tamil Nadu for Competitive Exams	HS18/2N/HTN	2	0	2	2
IV		Soft Skill	UG 18/2S/ECS				3
<b>III SEMESTER</b>							
I		Tamil/ Hindi / French / Sanskrit					3
II		Foundation English III	EL18/3F/FEN				3
III	Core 5	Indian National Movement 1858-1947	HS18/3C/INM	4	1	5	4
III	Core 6	History of Tamil Nadu Upto 1565	HS18/3C/HTN	4	1	5	4
III	Allied 3	ECONOMICS (Offered by the Economics Dept.)	ALLIED				5
IV		EVS		2	0	2	2
IV		Soft Skill	UG 18/3S/ECS				3
<b>IV SEMESTER</b>							
I		Tamil/ Hindi / French / Sanskrit					3
II		Foundation English IV	EL18/4F/FEN				3
III	Core 7	History of Contemporary India	HS18/4C/HCI	4	1	5	4
III	Core 8	History of Tamil Nadu 1565-1947	HS18/4C/HTN	4	1	5	4
III	Allied 4	ECONOMICS (Offered by the Economics Dept.)	ALLIED				5
IV		Value Education		2	0	2	2
IV		Soft Skill	UG 18/4S/ECS				3
<b>V SEMESTER</b>							
III	Core 09	History of Europe 1789-1871	HS18/5C/HEU	4	2	6	4
III	Core 10	History of China and Japan	HS18/5C/HCI	4	2	6	4
III	Core 11	Makers of Modern India	HS18/5C/MMI	4	2	6	4
III	Elective I	Concepts and Principles of Human Rights	HS18/5E/CPH	4	2	6	5
III	Elective II	Basics of Archaeology	HS18/5E/BOA	4	2	6	5
<b>VI SEMESTER</b>							
III	Core 12	History of Europe 1871-1945	HS18/6C/HEU	4	2	6	4
III	Core 13	History of USA	HS18/6C/HUS	4	2	6	4
III	Core 14	Contemporary Tamil Nadu	HS18/6C/CTN	4	2	6	4
III	Core 15	Women's Studies	HS18/6C/WSS	4	2	6	4

III	Elective III	Socio-Cultural History of Chennai	HS18/6E/SCC	4	2	6	5
V		Extension Activity					1

L = Lecture Hrs; T = Tutorial Hrs; H = Hrs per week; C = Credits

## EVALUATION PATTERN FOR CONTINUOUS ASSESSMENT BA HISTORY

INTERNAL VALUATION BY COURSE TEACHER/S

### PART I, II AND III-THEORY PAPERS

Continuous Assessment (CA)				
Test 1	Test 2	Assignment/Seminar/ Field Visit	Participatory Learning	Total
10	10	10	10	40

### CA TEST QUESTION PAPER PATTERN

Knowledge Level	Section	Word Limit	Marks	Total
K1	A-6X2 marks	50	12	50*
K1, K2	B-3/5X6 marks	200	18	
K2, K3	C-1/2X20 marks	500	20	

\* 50 marks to be converted as 10 marks.

### RUBRICS FOR CONTINUOUS ASSESSMENT

<b>Assignment</b>	Contents/Originality/Presentation/Schematic Representation and Diagram/Bibliography.
<b>Seminar</b>	Organisation/Subject Knowledge/ Visual Aids/Confidence Level/Presentation-Communication and Language.
<b>Field visit</b>	Participation/Preparation/Attitude/Leadership.
<b>Participatory Learning</b>	Answering Questions/Clearing Doubts/Participation in Group Discussion/Regular Attendance.

<b>Group Discussion</b>	Preparation/Situation Analysis/Relationship Management/Information Exchange/Delivery Skills.
<b>Flipped/Blended Learning</b>	Preparation/Information Exchange/Group Interaction/Clearing Doubts.

**EVALUATION PATTERN FOR END SEMESTER  
BA HISTORY**

**EVALUATION PATTERN - PART III**

**PART: III**

**SEMSTER: I/II/III/IV/V/VI**

**VALUATION:** Double Valuation by Course Teacher and External Examiner

**PASSING MARK:** Minimum 40 include CA

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>
K1	A – 10 x 2 Marks	50	20	100*
K1, K2	B – 5/8 x 8 Marks	300	40	
K2, K3	C – 2/4x 20 Marks	1200	40	

**\* 100 marks to be converted as 60 marks.**



## EVALUATION PATTERN - PART IV

**PART: IV**

**SEMSTER: I/II**

**VALUATION:** Single Valuation by Course Teacher

**PASSING MARK:** Minimum 20

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>
K1, K2, K3	A – 10 x 5 Marks	250	50	50

**ETHIRAJ COLLEGE FOR WOMEN (AUTONOMOUS), CHENNAI – 600008.**

**DEPARTMENT OF HISTORY, TOURISM AND TRAVEL MANAGEMENT**

**CREDIT DETAILS**

<b>Language</b>	<b>4 x 3 =</b>	<b>12</b>
<b>English</b>	<b>4 x 3 =</b>	<b>12</b>
<b>Core</b>	<b>15 x 4 =</b>	<b>60</b>
<b>Allied</b>	<b>4 x 5 =</b>	<b>20</b>
<b>Electives</b>	<b>3 x 5 =</b>	<b>15</b>
<b>NME</b>	<b>2 x 2 =</b>	<b>4</b>
<b>Soft Skill</b>	<b>3 x 4 =</b>	<b>12</b>
<b>EVS</b>	<b>1 x 2 =</b>	<b>2</b>
<b>Value Education</b>	<b>1 x 2 =</b>	<b>2</b>
<b>Extensional Activities</b>		<b>1</b>
		<hr/>
<b>Total Credits</b>		<b>140 Credits</b>
		<hr/>
<b>Total Hours</b>	<b>30 x 6 =</b>	<b>180 Hours</b>
		<hr/>

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

**B.A.HISTORY**

**COURSE PROFILE**

**SEMESTER I**

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDITS	CA	SE	T
I		Language	Tamil/Hindi/French /Sanskrit	5	3	40	60	100
I		English	Foundation/General	5	3	40	60	100
I	HS18/IC/MCI	Core 1	Main Currents in India Upto1206	5	4	40	60	100
I	HS18/IC/HMI	Core 2	History of Early Medieval India	5	4	40	60	100
I	HS18/IA/SIH	Allied (For Economics Dept.)	Survey of Indian History	6	5	40	60	100
I		Soft Skill	English Department	2	2		50	50
I	ALLIED		GEOGRAPHY (Offered by the Geography Dept.)			40	60	100
I	HS18/1N/BRW	NME (1 c)	Basic Rights of Women	2	3		50	50
			<b>TOTAL</b>	<b>30</b>	<b>24</b>			

**SEMESTER I**  
**MAIN CURRENTS IN INDIA UPTO 1206**

**TOTAL HOURS: 75**  
**CREDIT: 4**

**COURSE CODE: HS18/IC/MCI**  
**L-T-P: 4 1 0**

**COURSE OBJECTIVES:**

To enable the students to

1. know about geographical factors and their influence on Ancient Indian History.
2. analyse the establishment of various kingdoms in the history of Ancient India.
3. provide an overview of the important events of Indian History from the early times to the coming of the Arabs.
4. critically evaluate the sources of Foreign Accounts and their contribution to Indian History.
5. analyse the significance and uniqueness of Art and Architecture of different Kingdoms.

**COURSE OUTLINE:**

<b>UNIT – 1</b>	<b>Sources of Indian History</b>	<b>15 Hrs</b>
1.1	Geographical features – Pre History – Paleolithic –Mesolithic-Neolithic	
1.2	Indus Valley Civilization - Salient Features - Origin and the arrival of the Aryans	
1.3	Ancient Tamil Civilization	
<b>UNIT – 2</b>	<b>Vedic Age</b>	<b>15Hrs</b>
2.1	Early and later Vedic culture – Vedic literature, economy, Social conditions political organization - Janapadas and Mahajanapadas	
2.2	Mahavira and his teachings - Buddha and his teachings	
2.3	Rise of Magadha - Greco-Roman and Persian contacts with India – Alexander’s invasion	
<b>UNIT – 3</b>	<b>Mauryas-Sathavahanas – Kushans</b>	<b>15Hrs</b>
3.1	Mauryan Empire - Chandragupta-Bindusara and Asoka – Administration – Religious policy – Art and Architecture	
3.2	Post-Mauryans - Satavahanas- Gautami Putra Sathakarni –Vashita Putra Pulumayi	
3.3	Kushanas – Kanishka	
<b>UNIT –4</b>	<b>Guptas - Harshavardhana - Chalukyas – Rajputs</b>	<b>15Hrs</b>

- 4.1 Guptas - Chandragupta Vikramaditya- Golden Age – administration – art and architecture
- 4.2 Harshavardhana - Sources –Foreign Accounts - Hieun Tsan - Conquests
- 4.3 Chalukyas of Vatapi - Pulakesin II-Rajputs – Tripartite Struggle

**UNIT – 5 Arab Invasions 15 Hrs**

- 5.1 India on the eve of Muslim invasion-Rise of regional Kingdoms in North India – Rashtrakutas, Prathikara and Palas
- 5.2 Arab invasion of Sindh - Mohammed of Ghazni – Invasions
- 5.3 Muhammed Ghorī – First and Second Battle of Tarrain

**RECOMMENDED BOOKS:**

1. Majumdar R.C., **Advanced History of India**, (Macmillan, London, 1946).
2. Sharma L.P., **History of Ancient India**, (Vikas Publishing, New Delhi 1981).
3. Bhattacharya, N.N., **Ancient Indian Rituals and their Social Contacts**, (Concept Publishing Company, 1998).

**BOOKS FOR REFERENCE:**

1. Balkrishna Govind Gokhale, **Ancient India: History and Culture**, (Popular Prakashan, Bombay, 1995).
2. Basham, A.L., **The Wonder that was India**, (Penguin, 2008).
3. Bhattacharya, N.N.: **Ancient Indian Rituals and their Social Contacts**, (Concept Publishing Company, 1998).
4. Devahuti, D., **Harsha, A Political Study**, (Oxford University Press, New Delhi, 1998).
5. Majumdar, R.C., **History and Culture of the Indian People, Vols. I, II, III**, (Bharatiya Vidya Bhavan Series).
6. Munshi.K.M. (Ed), **Age of Imperial Unity**, (Post-Graduate Book Mart, Calcutta, 1966).
7. Ram Sharan Sharma, **India’s Ancient Past**, (Oxford University Press, 2007).
8. Sanjeevkumar Tandle, Dr., **Indian History**, (Lakshmi Books Publication, Solapur, 2014).
9. Thapar Romila, **Early India From Origins to A.D. 1300**, (University of California Press, Berkeley, 2004).
10. Upinder Singh, **A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century**, (Pearson Education India, 2008).

**JOURNALS:**

1. **Journal of Ancient Indian History**, India: University of Calcutta, ISSN: 0075-4110.
2. **Journal of Ancient History and Archeology**, Romania: Mega Publishing House ISSN: 2360-266X

**E-LEARNING RESOURCES:**

1. <http://www.historydiscussion.net/articles/sources-of-ancient-indian-history-archaeological-and-literary-sources/2336>

2. [http://indohistory.com/vedic\\_period.html](http://indohistory.com/vedic_period.html)
3. <http://theindianhistory.org/Mauryan/mauryan-dynasty-timeline.html>
4. [http://m.kkhsou.in/EBIDYA/HISTORY/MODIFY\\_gupta\\_empire.html](http://m.kkhsou.in/EBIDYA/HISTORY/MODIFY_gupta_empire.html)
5. <https://medium.com/islamic-invasion-of-india/first-three-failed-arab-invasions-of-india-by-sea-bb43495db5cd>

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine sources of the Indian History.
CO 2	Examine and identify the social, economic and political conditions of Vedic Age.
CO 3	Recognizes the Administration, Art and Architecture of Mauryas, Sathavahanas and Kushans.
CO 4	Comprehends the conquests and rule of Guptas, Harshavardhana, Chalukyas and Rajputs.
CO 5	Explore the effects of Muslim Invasions (Mohammed of Ghazni, Muhammed Ghori) in India.

### **Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	3	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	3	3	3
<b>CO 5</b>	3	3	2	3	2	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>2.8</b>	<b>3</b>

**KEY:** Strongly Corelated-3; Moderately Corelated-2; Weakly Corelated-1; No Corelation-0

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

**QUESTION PAPER PATTERN  
END SEMESTER EXAMINATION:**

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

**SEMESTER I  
HISTORY OF EARLY MEDIEVAL INDIA**

**TOTAL HOURS: 75  
CREDIT: 4**

**COURSE CODE: HS18/IC/EMI  
L-T-P: 4 1 0**

**COURSE OBJECTIVES:**

To enable the students to

1. analyse the evolution of Delhi Sultans.
2. critically evaluate the Sources for the history of the Sultanate.
3. gain knowledge about the legacy of Delhi Sultanate.
4. chronologically investigate the reforms and policies of the sultanate rulers.
5. know the extended significance of Vijayanagar and Bhamini Kingdoms.

**COURSE OUTLINE:**

<b>UNIT - 1</b>	<b>Slave Dynasty</b>	<b>15 Hrs</b>
1.1	Sources - Literary - Kalhana Rajatarangini - Barani's Tarikhi- Firoz Shahi - Amir Khusrau's Khazain-ul-fututh-Akbarnama-Baburnama- Padshanama - Foreign Accounts -Alberuni- Kitab-ul-Hind- Ibn Battutah	
1.2	Slave Dynasty - Qutb-ud-dinAibak – Iltutmish – Raziya Sultan – Balban	
1.3	Consolidation of the Slave Dynasty - Mongol Threat	
<b>UNIT - 2</b>	<b>The Khilji Dynasty</b>	<b>15 Hrs</b>
2.1	The Khilji Dynasty: Jalal-ud-din –Founder	
2.2	Alau-ud-din – Expansion - Malik Kafur - The Mongol Invasion	
2.3	Administration - Military and Revenue	
<b>UNIT - 3</b>	<b>The Tughluq Dynasty</b>	<b>15 Hrs</b>
3.1	Ghiyas-ud-din –Tughlaqabad - Mohammad-bin Tughluq- Experiments-	

- 3.2 Transfer of Capital-Token Currency-Agricultural Reforms  
Firoz Shah - Military Campaigns - Administrative Reforms
- 3.3 Invasion of Timur and the fall of Tughluqs

- UNIT - 4 Sayyid and Lodis - Sultanate Architecture 15 Hrs**
- 4.1 Sayyid - Mubarrak Shah - Mubarakbad- Muhammad Shah
- 4.2 Lodis - Bahlul Khan Lodi - Sikandar Lodi - Ibrahim Lodi
- 4.3 Sultanate Architecture -Qutub Minar- Quwwat - ul-Islam mosque-Kotla Fort - Lodi Garden-Indo-Muslim Culture

- UNIT - 5 Vijaynagar and Bahmani Kingdoms 15 Hrs**
- 5.1 Vijaynagar Kingdom - Sangama - Harihara Raya I-Bukka Raya I-Saluva – Saluva
- 5.2 Narashimha Deva Raya- Tuluva –Aravidu
- 5.3 Bahmani Kingdom - Ala-ud-din Bahman Shah - Feroz Shah Bahmani- Ahmad Shah- Mahmud Gawan - The Bakthi Movement – Kabir, Guru Nanak, Ramananda – Sufis

### **RECOMMENDED BOOKS:**

1. Majumdar, R.C., Roy Chaudhry & Dutta, K.K., **An Advanced History of India Vol. II**,(London Mac Millan, 1961).
2. Mehta, J.L., **Advanced Study in the history of Medieval India**, (Sterling Publishers, New Delhi, 1983).
3. Sharma L.P., **History of Medieval India**, (Vikas Publishing, New Delhi, 1981).

### **BOOKS FOR REFERENCE:**

1. Ashvini Agarwal, **Studies in Mughal History**, (Motilal Banarsidass Publishers, 1983).
2. Chandra, Satish.,**Essays on Medieval Indian History**, (Oxford University Press, 2003).
3. Dey, U.N., **Some aspects of Medieval History**, (Commonwealth Publishers, New Delhi, 1971).
4. Habibulla. A.B.M., **Foundation of Muslim Rule in India**,(Macmillan Publishers, Allahabad, 1961).
5. John Richards,F, **The Mughal Empire**, (Cambridge University Press, 1996).
6. Satish Chandra, **History of Medieval India**, (Orient Black Swan, New Delhi, 2007).
7. Sharma,L.P., **Medieval India**, (Konark Publications, New Delhi, 1993).
8. Shiva Bindeshwari Prasad Nigam, **Nobility Under the Sultans of Delhi, A.D. 1206-1398**, (Munshiram Manoharlal, 1968).
9. Srivastava, A.L., **History of India 1000 to 1707**, (Shivlal Agarwal Publications, Agra, 1976).
10. Tripathi, R.P., **Rise and Fall of Mughal Empire**, (Allahabad, Central book Depot, 1987).

### **JOURNALS:**



1. **The Medieval History Journal**, Delhi: Sage Publications,ISSN: 09719458.
2. **Journal of Medieval History**, Netherlands: Elsevier Publishing Company, ISSN: 0304-4181

### E-LEARNING RESOURCES:

- 1) <https://www.britannica.com/topic/Slave-dynasty>
- 2) <https://www.mapsofindia.com/history/khilji-dynasty.html>
- 3) <https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-tughlaq-dynasty-a-complete-overview-1491890278-1>
- 4) <https://www.jagranjosh.com/general-knowledge/delhi-sultanate-under-lodhi-dynasty-a-complete-overview-1490962660-1>
- 5) <http://www.historydiscussion.net/history-of-india/vijayanagara-bahmani-kingdoms-polity-law-and-other-details/2026>

### COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine sources of the History of Delhi Sultanate.
CO 2	Examine and identify the social, economic and political conditions of Khilji Dynasty.
CO 3	Recognizes the Administration, Art and Architecture of Tughluq Dynasty.
CO 4	Comprehends the conquests and rule of Sayyids and Lodis.
CO 5	Explore the socio-political and economic causes of Vijayanagar and Bahmani Kingdoms of South India.

### Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	2	3
CO 2	3	3	2	2	2	2
CO 3	3	3	2	2	2	3
CO 4	3	3	2	2	2	2
CO 5	3	2	2	2	2	2
<b>Average</b>	<b>3</b>	<b>2.8</b>	<b>2</b>	<b>2.2</b>	<b>2</b>	<b>2.4</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

### **QUESTION PAPER PATTERN END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

## **SEMESTER I SURVEY OF INDIAN HISTORY (OFFERED TO THE ECONOMICS DEPARTMENT)**

**TOTAL HOURS: 90 COURSE CODE: HS18/IA/SIH**

**CREDIT: 5L-T-P: 4 20**

### **COURSE OBJECTIVES:**

To enable the students to

1. evaluate the causes and course for the rise of Indian Nationalism.
2. analyse the significant events in the National movement in India.
3. critically evaluate the two phases of Nationalism and their effects on Indian society.
4. trace the transformation of India through various reforms under the British.
5. instill the values of patriotism and respect the struggle for Independence.

### **COURSE OUTLINE:**

<b>UNIT - 1</b>	<b>Rise of Nationalism in India</b>	<b>20 Hrs</b>
1.1	Factors influencing Nationalism - Historical - Social - Economic - Religious	
1.2	Pre- Congress Nationalist Associations- British India Association- Madras Native Association-Madras Mahajana Sabha	
1.3	Formation of Indian National Congress – Objectives - A.O. Hume	
<b>UNIT - 2</b>	<b>First Phase of Nationalism – 1885-1905</b>	<b>15 Hrs</b>

- 2.1 Peasant uprisings - Santhal - Indigo cultivators - Kheda
- 2.2 Partition of Bengal - Lord Curzon
- 2.3 Swadeshi Movement

**UNIT - 3      Second Phase of Nationalism 1905-1919      20 Hrs**

- 3.1 Moderates - Extremists - Gopal Krishna Gokhale- Bala Gangadhar Tilak- Ideology- Differences
- 3.2 Formation of Muslim League – Surat Split
- 3.3 Minto-Morley Reforms - Montague-Chelmsford Reforms

**UNIT - 4      Struggle for Independence 1919-1947      15 Hrs**

- 4.1 Emergence of Gandhi - Rowlatt Act - Non-Co-operation Movement – Chauri-Chaura
- 4.2 Swaraj Party - Simon Commission
- 4.3 Gandhi-Irwin Pact – Round Table Conferences 1930-1932 - Civil Disobedience Movement 1930-1934

**UNIT - 5      India on the Eve of Independence      20 Hrs**

- 5.1 August Offer - Cripps Mission - Demand for Pakistan - Quit India Movement
- 5.2 CR Formula– Wavell Plan
- 5.3 Cabinet Mission Plan - Mountbatten Plan - Partition - Indian Independence

**RECOMMENDED BOOKS:**

1. Joshi P.S., and Gagholkar, S.V., **History of Modern India**, (S.Chand & Co.Delhi,1986).
2. Sharma, L.P., **Indian National Movement**, (Vikas publication,Chennai 1981).
3. Venkatesan G., **History of Freedom Struggle in India**, (V. C. Publications, Chennai, 1985).

**BOOKS FOR REFERENCE:**

1. Abel,M, **Glimpses of Indian National Movement**, (ICFAI Books, 2005).
2. Agarwal, R.C., **Constitutional Development and National Movement**, (S. Chand &Company, New Delhi, 2005).
3. Chand, Tara, **History of Freedom Movement in India**, (Publications Division, Ministry of Information and Broadcasting, New Delhi,1972).
4. Chandra, Bipan., **India’s Struggle for Independence**, (Penguin Publishers, New Delhi, 2000).
5. Desai, R., A., **Social Background of Indian Nationalism**, (Popular Prakasan, Bombay, 1987).
6. Grover, B. L., **New Outlook on Modern Indian History from 1707 to Modern Times**, (S.Chand &Co.Delhi ,1981).
7. Masselas, Jim, **Indian Nationalism: A History**, (Sterling Publishers, New Delhi, 2002).
8. Raychoudhary S.C., **History of Modern India**, (Surjeet Publications, New Delhi, 2006).
9. Sarkar Sumit, **Modern India1885-1947**, (Macmillan,Madras, 2001).
10. Suda, Jyoti Prasad, **Indian National Movement**, (K. Nath and Co.,Meerut,1995).

## JOURNALS:

1. **Indian Journal of History of Science (IJHS)**, Delhi: Indian National Science Academy, BNISI 23 (1963).
2. **The Journal of Common wealth & Comparative Politics**, UK: Taylor & Francis ISSN: 1466-2043.

## E-LEARNING RESOURCES:

1. <http://www.historydiscussion.net/history-of-india/rise-of-nationalism-in-india-indian-history/648>
2. <http://www.yourarticlelibrary.com/sociology/top-6-peasant-movements-in-india-explained/32958>
3. <http://www.sscportal.in/commUnity/gk/history-of-india-and-the-world/the-gandhian-era>
4. [www.archive.india.gov.in/knowindia/culture\\_heritage.php?id=5](http://www.archive.india.gov.in/knowindia/culture_heritage.php?id=5)
5. <https://www.toppr.com/bytes/indian-economy-eve-of-independence/>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the rise of Nationalism in India.
CO 2	Examine the movements in the First Phase of Nationalism.
CO 3	Recognizes the leaders and their role in the Second Phase of Nationalism.
CO 4	Comprehends the Struggle for Independence from 1919-1947.
CO 5	Explore the proposals brought to India on the eve of Independence.

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3

<b>CO 2</b>	3	3	2	3	3	2
<b>CO 3</b>	3	2	1	3	1	3
<b>CO 4</b>	3	2	3	3	2	2
<b>CO 5</b>	3	3	3	2	2	2
<b>Average</b>	<b>3</b>	<b>2.6</b>	<b>2.4</b>	<b>2.8</b>	<b>2.2</b>	<b>2.4</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

### **QUESTION PAPER PATTERN**

#### **END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

## **SEMESTER I**

### **ALLIED 1**

## **GEOGRAPHY**

**(OFFERED BY THE GEOGRAPHY DEPARTMENT)**

## **SEMESTER I**

### **NON MAJOR ELECTIVE – 1 BASIC RIGHTS OF WOMEN**

**TOTAL HOURS: 30 COURSE CODE: HS18/1N/BRW**

**CREDIT: 2L-T-P: 2 00**

### **COURSE OBJECTIVES:**

To enable the students to

1. stimulate awareness about women rights.
2. enable and analyse the position of women in the modern society.
3. encourage women to take up important decision for the betterment of society.

### **COURSE OUTLINE:**

<b>UNIT - 1</b>	<b>Women's Rights</b>	<b>10hrs</b>
1.1	Definition of Rights –Human Rights - Scope and importance of Women Rights	
1.2	History of Women Rights through the ages	
1.3	International Protection for Women's Rights –Vienna Declaration - Beijing Conference - Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW)	
<b>UNIT - 2</b>	<b>Women and Law</b>	<b>10hrs</b>
2.1	Indian Constitution – Provisions related to women	

- 2.2 Marital laws – Registration – Divorce – Remarriage
- 2.3 Legal Rights – Legal Protection – Family courts - Right to Property

**UNIT - 3      Women and Occupation      10hrs**

- 3.1 Media – Print – Cinema – TV
- 3.2 Labour laws – Working Hours -Equal Pay for Equal Work-Maternity Benfit-Sexual harassment at Workplace
- 3.3 Women Issues – Health – Nutrition – HIV /AIDS

**RECOMMENDED BOOKS:**

1. Margaret Schuler, A, **From Basic Needs to Basic Rights: Women's Claim to Human Rights**, (Women, Law & Development International, 1995).
2. Peters, J.S., **Women's Rights, Human Rights: International Feminist Perspectives**, (Taylor & Francis, 1994).
3. Niamh Reilly, **Women's Human Rights**, (Wiley, 2013).

**BOOKS FOR REFERENCE:**

1. Bumillre May, **You be the Mother of Hundred Sons**, (Random House Publishing Group, 2011).
2. Desai Neera, **Women in Modern India**, (Asia Book Corporation of Amer, 1977).
3. Aftab Alam, **Human Rights Issues and Challenges**, (Raj Publications, 2008).
4. Kapadia, **Family and Marriage In India**, (Oxford University Press, 1986).
5. Naorem Sanajaoba, **Human Rights, Principles, Practices and Abuses**, (Omsons Publications, 1994).
6. Sharma O.C., **Crimes against Women**, (Ashish Publishers, New Delhi, 1994).

**JOURNALS:**

1. **Indian Journal of Gender Studies**, Delhi: Sage Publication ISSN Number, 0971-5215.
2. **Journal for Gender Studies** ,UK:Taylor & Francis,ISSN: 1465-3869.

**E-LEARNING RESOURCES:**

1. [www.unfpa.org/resources/human-rights-women](http://www.unfpa.org/resources/human-rights-women)
2. [http://www.legalserviceindia.com/laws/women\\_issues.htm](http://www.legalserviceindia.com/laws/women_issues.htm)
3. <http://feminism-boell.org/en/2016/04/08/women-and-mass-media>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the origin of Women's Rights in India.
CO 2	Examine the relation between Women and Law.
CO 3	Recognizes the women in various occupations.

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	1	3	3	1	3	3
CO 2	2	3	3	1	3	3
CO 3	1	2	3	1	3	3
<b>Average</b>	<b>1.3</b>	<b>2.6</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

## QUESTION PAPER PATTERN

### END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total
K1, K2	A – 10 x 5 Marks	250	50	50



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

**B.A.HISTORY**

**COURSE PROFILE**

**SEMESTER II**

SEM	COURSE CODE	COURSE TITLE	COURSE TITLE	HRS	CREDITS	CA	SE	T
II		Language	Tamil/Hindi/French /Sanskrit	5	3	40	60	100
II		English	Foundation/General	5	3	40	60	100
II	HS18/2C/HMI	Core 1	History of Later Medieval India	5	4	40	60	100
II	HS18/2C/HMI	Core 2	History of Modern India upto 1858	5	4	40	60	100
II	HS18/2A/SCI	Allied (For Economics Dept.)	Survey of Contemporary India 1950-2000 (For Economics)	6	5	40	60	100
II		Soft Skill	English Department	2	2		50	50
II	ALLIED		GEOGRAPHY (Offered by the Geography Dept.)			40	60	100
II	HS18/2N/HTN	NME (1 c)	History of Tamil Nadu for Competitive Exams	2	3		50	50
			<b>TOTAL</b>	<b>30</b>	<b>24</b>			

## **SEMESTER II**

### **HISTORY OF LATER MEDIEVAL INDIA**

**TOTAL HOURS: 75**  
**L-T-P: 4 1 0**

**COURSE CODE: HS18/2C/LMI CREDIT: 4**

#### **COURSE OBJECTIVES:**

To enable the students to

1. analyze the strong foundation of later medieval rulers.
2. focus on the rich contribution of Mughals towards Indian economy, society and culture.
3. trace the adaptation of India under various rulers.
4. gain knowledge about the legacy of Later Medieval rulers.
5. provide an insight into the administration and achievements of Marathas.

#### **COURSE OUTLINE:**

<b>UNIT – 1</b>	<b>Later Medieval rulers</b>	<b>15 Hrs</b>
1.1	India on the eve of Babur’s Invasion	
1.2	Babur-First battle of Panipat-Military Conquests –Estimate-Humayun-Dinpanah	
1.3	Afghan Interregnum Sher Shah Suri – Administration-Estimate Second Battle of Panipat	
<b>UNIT -2</b>	<b>Akbar the Great</b>	<b>15 Hrs</b>
2.1	Akbar- Relations with Rajputs – Reforms – Abolition of Jiziya	
2.2	Consolidation and Expansion –Military Conquest	
2.3	Religious Policies – Ibadat Khana – Din Ilahi-Administration-Land Revenue Administration	
<b>UNIT – 3</b>	<b>Jahangir, Shah Jahan and Aurangzeb</b>	<b>15 Hrs</b>
3.1	Jahangir and NurJahan – Shah Jahan – Golden Age –War of Succession – Aurangzeb - Deccan Policy - Religious Policy	
3.2	Art and Architecture - Fatehpur Sikri - Agra Fort- Taj Mahal - Red Fort	
3.3	Growth and Development of Painting and Music -Downfall of the Mughal Empire	
<b>UNIT - 4</b>	<b>Rise ofMarathas</b>	<b>15 Hrs</b>
4.1	Rise of Marathas- Shivaji - Administration -Warfare - Treaty of Purandar	
4.2	Marathas and the Deccan	
4.3	Administration and Achievements of Peshwas	
<b>UNIT - 5</b>	<b>Society, Economy and Culture</b>	<b>15 Hrs</b>
5.1	Literature – Architecture – Music and Painting.	

- 5.2 Administration – Land Revenue System – Army and the Mansabdari System – Law and Justice
- 5.3 Society - The Ruling Classes – Nobility – Merchants – Artisans – Position of Women

### **RECOMMENDED BOOKS:**

1. Majumdar, R.C., Roy Chaudhry & Dutta, K.K., **An Advanced History of India Vol. II**, (London Mac Millan, 1961).
2. Mehta, J.L., **Advanced Study in the Medieval history of India**, (Sterling Publishers, New Delhi, 1983).
3. Sharma L.P., **History of Medieval India**, (Vikas Publishing, New Delhi, 1981).

### **BOOKS FOR REFERENCE:**

1. Chandra, Satish, **Essays on Medieval Indian History**, (Oxford University Press, 2003).
2. Dey, U.N., **Some aspects of Medieval History**, (Commonwealth Publishers, New Delhi, 1971).
3. Herman & Rothermund, **A History of India**, (M.G Books, New York, 2004).
4. M.Y.Srivastava, **Society and Culture in Medieval India**, (Chugh Publications, Allahabad, 1975).
5. S.Natarajan and Prema Ramakrishnan, **Political and Cultural History of India**, Volume II, (Secundrabad, 1991).
6. Satish Chandra, **History of Medieval India**, (Orient Black Swan, New Delhi, 2007).
7. Sharma, L.P: **History of Medieval India**, Konark, (Vikas Publishing House, New Delhi, 1981).
8. Shiva Bindeshwari Prasad Nigam, **Nobility Under the Sultans of Delhi, A.D. 1206-1398**, (Munshiram Manoharlal, 1968).
9. Streusand, Douglas, E., **The Formation of the Mughal Empire**, (Oxford University Press, Delhi, 1989).
10. Thapar Romila, **A History of India Vol 1**, (England Penguin, 1966).

### **JOURNALS:**

1. **The Medieval History Journal**, Delhi: Sage Publications, ISSN: 09719458.
2. **Journal of Medieval History**, Netherlands: Elsevier Publishing Company, ISSN: 0304-4181

### **E-LEARNING RESOURCES:**

1. <http://www.goforindia.com/medieval-time-period.html>
2. <https://www.culturalindia.net/indian-history/akbar.html>
3. <https://www.indiatoday.in/education-today/gk-current-affairs/story/from-babur-to-aurangzeb-facts-on-the-six-major-mughal-emperors-of-india-1580020-2019-08-12>

4. <http://www.historydiscussion.net/history-of-india/factors-responsible-for-the-rise-of-marathas-in-india/2856>
5. <http://www.historydiscussion.net/history-of-india/social-economic-and-cultural-history-of-the-medieval-age/5917>

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine the administrative system of Later Medieval rulers.
CO 2	Examine the policies and administration of Akbar the Great.
CO 3	Recognizes the Administration, Art and Architecture of Jahangir, Shah Jahan and Aurangzeb.
CO 4	Comprehend the Rise of Marathas.
CO 5	Explores the Society, Economy and Culture of Later Medieval India.

### **Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	3	3	3	3	3	2
<b>CO 2</b>	3	3	3	3	3	2
<b>CO 3</b>	3	3	3	3	3	2
<b>CO 4</b>	3	2	3	3	3	3
<b>CO 5</b>	3	2	3	3	3	3
<b>Average</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.4</b>

**KEY:** Strongly Corelated-3; Moderately Corelated-2; Weakly Corelated-1; No Corelation-0

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

### **QUESTION PAPER PATTERN**

### **END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>

K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

## SEMESTER II HISTORY OF MODERN INDIA UPTO 1858

**TOTAL HOURS: 75**

**COURSE CODE: HS18/2C/HMI**

**CREDIT: 4**

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

### COURSE OBJECTIVES:

To enable the students to

1. analyse the establishment of colonial rule in India.
2. trace the transformation of India from a British trading post to a Colonial capital.
3. chronologically explore the reforms of the Britishers and its effects on Indians.
4. give a detailed picture of the heroic resistance of the native Indians to the companies rule.
5. critically evaluate the strategies of policy introduced by Britishers.

### COURSE OUTLINE:

#### **UNIT 1 Advent of the Europeans**

**15 Hrs**

- 1.1 Europeans - The Portuguese – Francisco -De- Almedia - Alphonsa -De- Albuquerque - Calicut - Cochin - The Dutch - Van Reede- Masulipatinam – British - Francis Day -Madras -French -Joseph Francois Dupleix - Pondicherry
- 1.2 Anglo-French Rivalry- First - Second - Third Carnatic wars
- 1.3 British Ascendancy in Bengal - Battle of Plassey – Battle of Buxar

#### **UNIT 2 Rise of British East India Company**

**15 Hrs**

- 2.1 Robert Clive: Dual Government
- 2.2 Warren Hastings- Reforms - Impeachment-Trial of Nandakumar – Case of Chait Singh – Begums of Oudh
- 2.3 Regulating Act of 1773 - Pitts India Act of 1784 - Cornwallis: Permanent Settlement –Cornwallis Code - Sir John Shore

#### **UNIT 3 Native resistance**

**15 Hrs**

- 3.1 Anglo-Mysore Wars - Hyder Ali, Tipu Sultan
- 3.2 Anglo-Maratha Wars - Madhav Rao - Raghunath Rao - Baji Rao II -
- 3.3 Anglo-Sikh Wars-First, Second and Third -Ranjit Singh -Annexation of Sind and Oudh-Afghan Wars

<b>UNIT 4</b>	<b>Company Policies</b>	<b>15Hrs</b>
4.1	Wellesley: Subsidiary Alliance System	
4.2	Hastings and establishment of British Paramountcy - William Bentinck and his reforms	
4.3	Charles Metcalfe - Ranjit Singh –Dalhousie - Doctrine of Lapse	
<b>UNIT 5</b>	<b>The Great Revolt</b>	<b>15 Hrs</b>
5.1	Nature of the Revolt - Causes – Religious - Political – Social – Economic and Military	
5.2	Course - Result - Causes for the failure of the Revolt	
5.3	Consequences of the Revolt - Queens Proclamation	

### **RECOMMENDED BOOKS:**

1. Shekar Bandopadhyaya, **Plassey to Partition**, New Delhi, 2008.
2. Tara Chand, **History of Freedom Movement in India, Vols. I & II**, Ministry of Information and Broadcasting, 1972.
3. Spear, Percival, **The Oxford History of Modern India**, Oxford University Press, 1990.

### **BOOKS FOR REFERENCE:**

1. Banerjee, A.C. **Anglo Sikh Relations**, (New Delhi, 1970).
2. Bearce, G.D., **British Attitude towards India**, (London, 1961).
3. Bowring , Lewin Bentham.,**Haidar Ali and Tipu Sultan, and the Struggle with the Muslim Powers of the South**, (New Delhi, 2001).
4. Dutta, K.K.,**Comprehensive History of India, Vol. XI**, (People's Publishing House, New Delhi, 1985).
5. Gense, James H, **History of India from the earliest times to the present day**, (New Delhi, 1998).
6. Gupta Murari, **History of British Rule in India**, (New Delhi, 2002).
7. Khurana, K.L. **Modern India**, (Agra, 2011).
8. Malleson, **History of Indian Mutiny**,(Longmans, green & Co, London, 1897).
9. Ramsay Muir, **Making of British India**, (United Kingdom, 1915).
10. Roberts, P.E. **India under Wellesley**, (Gorakhpur, 1961).

### **JOURNALS:**

1. **Indian Journal of History of Science (IJHS)**, Delhi: Indian National Science Academy, BNISI 23 (1963).
2. **The Journal of Common wealth & Comparative Politics**, UK: Taylor & Francis ISSN: 1466-2043.

## E-LEARNING RESOURCES:

1. [http://m.kkhsou.in/EBIDYA/HISTORY/MODIFY\\_europeans.html](http://m.kkhsou.in/EBIDYA/HISTORY/MODIFY_europeans.html)
2. <https://www.historyextra.com/period/tudor/the-east-india-company-how-a-trading-corporation-became-an-imperial-ruler/>
3. <http://pubs.socialistreviewindex.org.uk/isj77/ashman.htm>
4. <https://edugeneral.org/blog/history/policies-of-british-empire-in-india/>
5. <https://www.britannica.com/place/India/The-mutiny-and-great-revolt-of-1857-59>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the Advent of the Europeans to India.
CO 2	Examine the growth of British East India Company.
CO 3	Recognizes the Native resistance shown by Indians to Europeans.
CO 4	Comprehend the Company's Policies towards Indians.
CO 5	Explores the Causes, Course and Consequence of the Great Revolt.

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	2
CO 2	3	3	3	3	3	2
CO 3	3	3	3	3	3	3
CO 4	3	2	3	3	3	3
CO 5	2	3	3	3	3	3
Average	2.8	2.8	3	3	3	2.6

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

## QUESTION PAPER PATTERN END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

### SEMESTER II SURVEY OF CONTEMPORARY INDIA 1950-2000 (OFFERED TO THE ECONOMICS DEPARTMENT)

**TOTAL HOURS: 90** COURSE CODE: HS18/2A/SCI

**CREDIT: 5L-T-P: 4 20**

## COURSE OBJECTIVES:

To enable the students to

1. trace the transformation of India from a British Colony to an Independent country.
2. create an awareness of the contemporary scenario.
3. study the contributions of eminent Prime Ministers for the development of Independent India.
4. critically evaluate the policies introduced by each Prime Minister and its effects on the development of India.
5. study the emergence of planning commission of India.

## COURSE OUTLINE:

<b>UNIT - 1</b>	<b>Foundations of Independent India</b>	<b>20 Hrs</b>
1.1	Constitution of India- Salient Features	
1.2	Linguistic Reorganisation- State Reorganisation – Sardar Patel	
1.3	Jawaharlal Nehru – Architect of Modern India	
<b>UNIT - 2</b>	<b>Lal Bahadur Shastri to Indira Gandhi</b>	<b>15 Hrs</b>



- 2.1 Lal Bahadur Shastri – Domestic and Foreign Policy
- 2.2 Indira Gandhi - Domestic and Foreign Policy-Internal Emergency
- 2.3 Janata Government-Morarji Desai-Causes for Downfall-Re-emergence of Indira Gandhi

**UNIT- 3 Era of Economic reforms 20 Hrs**

- 3.1 Rajiv Gandhi –Domestic and Foreign Policy-
- 3.2 New Education Policy – Economic policy – Assassination of Rajiv Gandhi
- 3.3 National Front Government- V.P.Singh – Chandrashekar

**UNIT- 4 P.V. Narasimha Rao to Atal Behari Vajpayee 20 Hrs**

- 4.1 P.V.Narasimha Rao – Cauvery Issue - New Economic Policy- Demolition of Babri Masjid - Dissolution of State Assemblies
- 4.2 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment
- 4.3 United Front Government- Deve Gowda - I.K.Gujral – A.B. Vajpayee

**UNIT - 5 Planning in India: 15 Hrs**

- 5.1 Aims and Objectives of Planning Commission
- 5.2 Planning Commission-National Development Council
- 5.3 Five Year Plans (1950-2000) - Main Features - Assessment

**RECOMMENDED BOOKS:**

1. Chandra,Bipin., Aditya Mukherjee And Mridula Mukherjee, **India After Independence 1947-2000**, (South Asia Books, 2<sup>nd</sup> Edition 2002).
2. John Webster, C.B., **History And Contemporary India**, (Asia Publishing House, 1971).
3. Spear, Percival, **The Oxford History of Modern India**, (Oxford University Press, 1990).

**REFERENCE BOOKS:**

1. Chaterjee, Partha, **State and Politics in India**, (New Delhi, 1997).
2. Das, Durga, **India From Curzon To Nehru And After**, (New York, The John Day Co., 1970).
3. Gupta, O.P., **Rise and Fall of Vajpayee Government**, (Mittal Publications, New Delhi, 2004).
4. Manisha, **Profiles of Indian Prime Ministers**, (Mittal Publications, 2010).
5. Pruthi, R.K., **The Prime Ministers of India**, (Indiana Publishing House, 2006).
6. Sarkar, Sumit, **Modern India 1885 - 1947**, Macmillan India ltd, New Delhi, 2008
7. Sathianathier, R, **Modern India**, (Madras 1952).
8. Thakur, Janardhan, **Prime Ministers: Nehru to Vajpayee**, (Eshwar publications, Mumbai, 1999).
9. Throor Shashi, **India from mid-night to the Millennium**, (Arcade Publishing, New York , 2006).

10. Venkatraman, R., **My Presidential years**, (HarperCollins Publishers India, 1994).

### **JOURNALS:**

1. **Indian Historical Review**, Delhi: Sage Publications, ISSN NO: 0975-5977.
2. **Journal for Peace and Nuclear Disarmament**, Japan: Nagasaki University, ISSN: 2575-1654

### **E-LEARNING RESOURCES:**

1. <https://www.thehindubusinessline.com/opinion/The-foundations-of-our-democracy/article20500893.ece>
2. <https://erenow.net/exams/indiasinceindependence/18.php>
3. <https://www.toppr.com/guides/economics/liberalization-privatisation-and-globalisation/indian-economy-during-reforms/>
4. <https://www.pmindia.gov.in/en/former-prime-ministers/>
5. <http://www.planningcommission.gov.in/sitemap/index.php?poli=newdoc.htm>

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine the Foundations of Independent India.
CO 2	Examine the growth of India from Lal Bahadur Shastri to Indira Gandhi.
CO 3	Recognizes the Economic Reforms under different Prime Ministers.
CO 4	Comprehends the Prime Ministership of P.V. Narasimha Rao to Atal Behari Vajpayee.
CO 5	Explores the role and significance of Planning in India.

### **Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	3	2	2	2	3	2
<b>CO 2</b>	2	2	3	2	3	2
<b>CO 3</b>	2	2	3	2	3	3
<b>CO 4</b>	2	2	2	2	3	3

<b>CO 5</b>	2	2	3	2	3	3
<b>Average</b>	<b>2.2</b>	<b>2</b>	<b>2.6</b>	<b>2</b>	<b>3</b>	<b>2.6</b>

**KEY:** Strongly Corelated-3; Moderately Corelated-2; Weakly Corelated-1; No Corelation-0

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

### **QUESTION PAPER PATTERN**

#### **END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

## **SEMESTER II**

### **GEOGRAPHY**

**(OFFERED BY GEOGRAPHY DEPARTMENT)**

## **SEMESTER II**

### **NON MAJOR ELECTIVE -1**

#### **HISTORY OF TAMIL NADU FOR COMPETITIVE EXAMS**

**TOTAL HOURS: 30 COURSE CODE: HS18/2N/HTN**

**CREDIT: 2L-T-P: 2 00**

#### **COURSE OBJECTIVES:**

To enable the students to

1. prepare for competitive exams at the state level.
2. become aware of the socio, political and cultural development in Tamil Nadu.
3. highlight the contribution of Tamil Nadu to national Movement.

#### **COURSE OUTLINE:**

<b>UNIT 1</b>	<b>Society and Culture</b>	<b>10 Hrs</b>
1.1	Geography of Tamil Nadu – Physical - Political	
1.2	Sources - Pre-History- Proto-History	
1.3	Sangam Age - Culture – Literature	
<b>UNIT 2</b>	<b>Freedom Movement in Tamil Nadu</b>	<b>10 Hrs</b>
2.1	Advent of Europeans - Carnatic Wars	
2.2	Impact of British Administration - Social - Economic - Charter Act of 1813 - Transport and Communication	

- 2.3 Highlights of National Movement in Tamil Nadu - Palayakar Rebellion -Vellore Mutiny - Home Rule Movement - Non cooperation Movement - Swadeshi Movement - Salt Satyagraha - Civil Disobedience Movement - Quit India Movement

**UNIT 3 Contemporary Tamil Nadu 10 Hrs**

- 3.1 Dravidian movement in Tamil Nadu - Self Respect Movement
- 3.2 Growth of Dravidian Parties - DMK - ADMK
- 3.3 Popular Schemes of the Government - Mid day meal scheme - Free and Compulsory Education - Government fair price shops - Cooperative Societies – Women Self Help Groups

**RECOMMENDED BOOKS:**

1. Pillay, K.K. **A Social History of the Tamils**, (University of Madras, 1969).
2. Rajjayan, **History of Tamilnadu**, (Chennai, 1982).
3. Subramaniam, N. **History of Tamil Nadu upto 1336 A.D**, (Madurai, 1972).

**BOOKS FOR REFERENCE:**

1. Devenesan, A., **History of Tamil Nadu upto 1995 A.D.**, (Marthandam, 1997).
2. Minakshi.C, **Administration and Social Life under the Pallavas**, (University of Madras, 1938).
3. Nagasamy.R.,**Studies in South Indian History and Culture**, (New Delhi, 1980).
4. Percy Brown, **Indian Architecture**, (Bombay, 2013)
5. Sastri, K.A.N. **The Illustrated History of South India: From Prehistoric Times to the Fall of Vijayanagar**, (Chennai, 1955).
6. Subramaniam, N. **Sangam Polity**, (London, 1966).
7. Thinakaran, A.J., **The Second Pandyan Empire (1190-1312)**, (Madurai, 1987).
8. Baker. C. J. and Washbrook. D.A. **South Indian Political Institutions and Political Change**,(Macmillan Pvt Ltd, 1975).
9. Hardgrave R.L. **The Dravidian Movement**,Popular Prakashan, Bombay, 1965.
10. Suntharalingam – **Politics and National Awakening in South India**,

## JOURNALS:

1. **Indian Journal of History of Science (IJHS)**, Delhi: Indian National Science Academy, BNISI 23 (1963).
2. **Asian Review of Social Sciences (ARSS)**, Coimbatore: The Research Publication, ISSN:2249 – 6319

## E-LEARNING RESOURCES:

1. [http://factsanddetails.com/india/Minorities\\_Castes\\_and\\_Regions\\_in\\_India/sub7\\_4c/entry-4200.html](http://factsanddetails.com/india/Minorities_Castes_and_Regions_in_India/sub7_4c/entry-4200.html)
2. [https://www.brainkart.com/article/Role-Of-Tamil-Nadu-In-The-Indian-National-Movement\\_1365/](https://www.brainkart.com/article/Role-Of-Tamil-Nadu-In-The-Indian-National-Movement_1365/)
3. <https://www.gktoday.in/gk/fact-sheet-draavidian-movement>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the Society and Culture of Tamil Nadu.
CO 2	Examine the growth of Freedom Movement in Tamil Nadu.
CO 3	Recognizes the growth of Dravidian parties and their role in the politics of Tamil Nadu.

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	2	3	3	3
CO 2	3	3	2	1	3	3
CO 3	3	2	3	1	3	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1.6</b>	<b>3</b>	<b>3</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

**QUESTION PAPER PATTERN  
END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>
K1, K2	A – 10 x 5 Marks	250	50	50

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

**B.A.HISTORY**

**COURSE PROFILE**

**SEMESTER III**

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CREDITS</b>	<b>CA</b>	<b>SE</b>	<b>T</b>
<b>III</b>		<b>Language</b>	<b>Tamil/Hindi/French/Sanskrit</b>	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>		<b>English</b>	<b>Foundation/General</b>	<b>5</b>	<b>3</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>	<b>HS18/3C/INM</b>	<b>Core 5</b>	<b>Indian National Movement1858-1947</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>	<b>HS18/3C/HTN</b>	<b>Core 6</b>	<b>History of Tamil Nadu Upto 1565</b>	<b>5</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>		<b>Soft Skill</b>	<b>English Department</b>	<b>2</b>	<b>2</b>		<b>50</b>	<b>50</b>
<b>III</b>	<b>ALLIED</b>	<b>Allied 3</b>	<b>ECONOMICS (Offered by the Economics Dept.)</b>			<b>40</b>	<b>60</b>	<b>100</b>
<b>III</b>			<b>EVS</b>	<b>2</b>	<b>2</b>		<b>50</b>	<b>50</b>
			<b>TOTAL</b>	<b>24</b>	<b>18</b>			



**SEMESTER III**  
**INDIAN NATIONAL MOVEMENT 1858-1947**

**TOTAL HOURS: 75**  
**CREDIT: 4**

**COURSE CODE: HS18/3C/INM**  
**L-T-P: 4 1 0**

**COURSE OBJECTIVES:**

To enable the students to

1. study the emergence of nationalistic feelings in the country.
2. trace the emergence of Indian Nationalism.
3. chronologically investigate the reforms of the Britishers and its effects on Indians.
4. expose the students to the key concepts of political thoughts.
5. inspire students to appreciate and respect the national leaders and instill patriotism

**COURSE OUTLINE:**

<b>UNIT-1</b>	<b>Emergence of Indian Nationalism</b>	<b>15 Hrs</b>
1.1	Factors leading to the rise of Nationalism - Non-Tribal Movements- Surat Salt Agitation (1844) - Indigo Movement (1859)- Deccan Riots (1875) - Champaran Satyagraha (1917) - Moplah Rebellion (1921)- Government of India Act 1858 - Queen's Proclamation	
1.2	Socio-religious Reform Movements and National Awakening – Brahma Samaj – Arya Samaj – Prathana Samaj – Ramakrishna Mission	
1.3	Early National Organisations - Madras Native Association - Madras Mahajana Sabha -Theosophical Society – Aligarh Movement	
<b>UNIT-2</b>	<b>Growth of Nationalism</b>	<b>15 Hrs</b>
2.1	Indian National Congress - Rise of Moderates and Extremists	
2.2	Surat Split - Swadeshi Movement	
2.3	Minto-Morley Reforms 1909 - Lucknow Pact 1916 – Home Rule Movement- Montague-Chelmsford Reforms 1919	
<b>UNIT – 3</b>	<b>Struggle for Independence</b>	<b>15 Hrs</b>
3.1	Non Cooperation Movement 1920-1922 – Chauri Chaura- Swaraj party Simon Commission 1927- Dandi March 1930	
3.2	Gandhi-Irwin Pact 1931-Round Table Conferences 1930-1932– Civil Disobedience Movement 1930-1934	
3.2	Government of India Act 1935 - Provincial Autonomy –1937 elections – Tripuri Crisis – Cripps Mission	
<b>UNIT – 4</b>	<b>Muslim Nationalism</b>	<b>15 Hrs</b>
4.1	Origin of Communalism – Muslim League 1906	
4.2	Aligarh Movement – Sir Syed Ahmed Khan – Khilafat movement - Ali	

Brothers

4.3 Two Nation theory – Role of Jinnah

**UNIT - 5 India on the Threshold of Independence 15 Hrs**

5.1 August Offer 1940 - INA - RIN Strike - Cripps Mission 1942 – Quit India Movement 1942

5.2 CR Formula 1944 – Wavell Plan 1945

5.3 Cabinet Mission Plan 1946 – The Mountbatten Plan - The Indian Independence Act, 1947

### **RECOMMENDED BOOKS:**

1. Chandra, Bipan., **India's Struggle For Independence**, (London, 1989).
2. Keswani, K.B.A, **History of Modern India**, (London, 1986).
3. Sen, S.N, **History Of Freedom Movement In India (1857-1947)**, (New Delhi, 2009).

### **BOOKS FOR REFERENCE:**

1. Abel, M., **Glimpses of Indian National Movement**, (Hyderabad, 2005).
2. Agarwal, R.C., **Constitutional Development and national Movement of India**, (Calcutta, 2005).
3. Ahluwalia, M.M, **Freedom Struggle in India, 1858 to 1909**, (Delhi, 1965).
4. Chand, Tara., **History of Freedom Movement in India**, (New Delhi, 1992).
5. Chandra, Bipan: **Nationalism and Colonialism in Modern India**
6. Heehs, Peter, **India's Freedom Struggle, 1857-1947: A Short History**, (London, 1988).
7. Mahajan V.D., **Constitutional History of India.**, (New Delhi, 1998).
8. Mahajan, V.D., **Modern India**, (New Delhi, 1987).
9. Sarkar, Sumit: **Modern India 1885 – 1947**, (New Delhi, 2003)
10. Spear, Percival: **The Oxford History of Modern India**, (New Delhi, 2002)

### **JOURNALS:**

1. **Indian Journal of History of Science (IJHS)**, Delhi: Indian National Science Academy, BNISI 23 (1963).
2. **The Journal of Common wealth & Comparative Politics**, UK: Taylor & Francis ISSN: 1466-2043.

### **E-LEARNING RESOURCES:**

1. <http://www.historydiscussion.net/history-of-india/growth-of-indian-nationalism-10-factors/3184>
2. <http://www.historydiscussion.net/history-of-india/rise-of-nationalism-in-india-indian-history/648>
3. [http://www.mentorstudypoint.in/downloads/\(Bipan\\_Chandra.pdf](http://www.mentorstudypoint.in/downloads/(Bipan_Chandra.pdf)
4. <https://scroll.in/article/814074/the-forgotten-past-sir-syed-and-the-birth-of-muslim-nationalism-in-south-asia>
5. <https://www.culturalindia.net/indian-history/modern-history/indian-independence.html>

## **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine the Emergence of Indian Nationalism.
CO 2	Examine the growth of Nationalism in India.
CO 3	Recognizes the Struggle for Independence and the proposals given by the British to Indians.
CO 4	Comprehends the rise of Muslim Nationalism in India.
CO 5	Explores the efficiency of India on the threshold of Independence .

## **Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	2	3	3	2	3	2
<b>CO 2</b>	3	3	3	2	3	2
<b>CO 3</b>	3	2	3	2	3	3
<b>CO 4</b>	3	2	3	2	3	3
<b>CO 5</b>	3	2	3	2	3	3
<b>Average</b>	<b>2.8</b>	<b>2.4</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2.6</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

## **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

## **QUESTION PAPER PATTERN**

## **END SEMESTER EXAMINATION:**

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

### SEMESTER III HISTORY OF TAMIL NADU UPTO 1565

**TOTAL HOURS: 75**  
**CREDIT: 4**

**COURSE CODE: HS18/3C/HTN**  
**L-T-P: 4 1 0**

#### **COURSE OBJECTIVES:**

To enable the students to

1. analyse the chronological sequence of the History of Tamil Nadu.
2. identify and analyse the importance of regional history.
3. expose the students to the key concepts of political thoughts.
4. expose the students to the significance of Dravidian Art and Architecture.
5. learn the political and cultural development of Tamil Nadu.

#### **COURSE OUTLINE:**

<b>UNIT – 1</b>	<b>Sangam Age</b>	<b>15 Hrs</b>
1.1	Geography of Tamil Nadu - Sources for the study of Tamil Nadu	
1.2	Pre and Proto - History - Sangam Age - Three Ancient Kingdoms – Cheran Senguttuvan – Karikala Cholan – Pandya Nedunchelian	
1.3	Social and Economic Conditions – Five-fold division Literature - Trade and Commerce - Kalabharas	
<b>UNIT – 2</b>	<b>Pallavas of Kanchi</b>	<b>15 Hrs</b>
2.1	Extent of the Kingdom - Simhavarman – Mahendravarman – Narasimhavarman I - Rajasimha -Nandhivarman II – Pallava-Chalukya Conflict	
2.2	Art and Architecture of the Pallavas - Temples: Rock-cut Temples at Mamallapuram - Shore Temple - Kailasanatha Temple at Kanchipuram	
2.3	Literature - Bakthi Movement – Alvars - Nayanmars	
<b>UNIT – 3</b>	<b>Imperial Cholas</b>	<b>15 Hrs</b>
3.1	Extent of the Empire - Raja Raja I – Rajendra Chola I - Chalukya-Chola - Kulothunga I	

- 3.2 Administration and Economy - *Kudavolai* System - Maritime Activities
- 3.3 Art and Architecture - Vijayalayacholesvaram - Brihadesvara Temple at Tanjavur and Gangaikondacholapuram - Darasuram Temple
- UNIT - 4 Later Pandyas 15 Hrs**
- 4.1 Extent of Empire -Maravarman Sundara Pandya I - Maravarman -Sundara Pandya II -Jatavarman Sundara Pandya - Kulasekara Pandya
- 4.2 Accounts of Marco Polo - Invasion of Malik Kafur - Sultanate of Madurai
- 4.3 Art and Architecture - Kazhugumalai - Sitanavasal - Madurai Meenakshi Temple
- UNIT – 5 Tamil Nadu under Vijayanagar Empire 15 Hrs**
- 5.1 Rise of Vijayanagar Rule in Tamil Nadu – Three Dynasties
- 5.2 Krishna Deva Raya – Administration - Battle of Talaikotta
- 5.3 Art and Architecture under Vijayanagar

### RECOMMENDED BOOKS:

1. Devanesan, **A History of Tamil Nadu Upto 1995 AD**, (Renu Publications, Tamil Nadu, 1997).
2. Pillay, K.K. **A Social History of the Tamils**, (Madras, 1969).
3. Rajjayan, **History of Tamilnadu**, (Chennai, 1982).

### BOOKS FOR REFERENCE:

1. Subramaniam, N. **History of Tamil Nadu upto 1336 A.D**, (Madurai, 1972).
2. Gopalan, R, **History of the Palavas of Kanchi**, (University of Madras, 1928, 1928).
3. Mahalingam T.V., **South Indian Polity** (Rev.Edn 1976), ( Madras University, 1967)
4. Minakshi.C, **Administration and Social Life under the Pallavas**, (Madras, 1938).
5. Nilkanda Sasthri, K,A., **The Colas**, (University Of Madras, 1974).
6. Nilkanda Sasthri, K,A., **The Pandyan Kingdom**, (Madras, 1972).
7. Percy Brown, **Indian Architecture**, (Taraporewala Bombay, 2010).
8. Pillay, K.K., **A Social History of the Tamils, Tamilnadu History –Its People and Culture (in Tamil)**, (University of Madras, Chennai,1975 ).
9. Sastri, K.A.N. **The Illustrated History of South India: From Prehistoric Times to the Fall of Vijayanagar**, (Chennai, 1955).
10. Srinivasan, K,R., **Temples of South India**, (National Book Trust India, 2005).

### JOURNALS:

1. **Indian Journal of History of Science (IJHS)**, Delhi: Indian National Science Academy, BNISI 23 (1963).
2. **South Indian History Congress**, Kerala: University of Kerala, ISSN: 2229-3671.

### E-LEARNING RESOURCES:

1. [https://www.jagranjosh.com/articles/rojgar-result-latest-jobs-admit-card-result-1530703827-1?itm\\_source=Oneplus3&itm\\_medium=CRE&itm\\_campaign=1](https://www.jagranjosh.com/articles/rojgar-result-latest-jobs-admit-card-result-1530703827-1?itm_source=Oneplus3&itm_medium=CRE&itm_campaign=1)
2. <http://www.historydiscussion.net/history-of-india/pallavas-of-kanchi-society-polity-economy-and-culture/2012>
3. <https://www.globalsecurity.org/military/world/india/history-chola.htm>
4. <https://www.jagranjosh.com/general-knowledge/list-of-pandya-rulers-and-their-contributions-1509450706-1>
5. <http://www.indiancommunities.org/2016/10/30/vijayanagar-rule-in-tamil-nadu/>

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine the Geography of Tamil Nadu and the Sources for the study of Tamil Nadu.
CO 2	Examine the growth of Pallavas of Kanchi.
CO 3	Recognizes the Administration, Economy, Art and Architecture of the Imperial Cholas.
CO 4	Comprehends the rise of Later Pandyas.
CO 5	Explores the efficiency of Tamil Nadu under Vijayanagar Empire.

### **Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	3	3	3	3	3	2
<b>CO 2</b>	3	3	3	3	3	2
<b>CO 3</b>	3	2	3	3	3	2
<b>CO 4</b>	3	3	3	3	3	2
<b>CO 5</b>	3	3	3	3	3	2
<b>Average</b>	<b>3</b>	<b>2.8</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>

**KEY:** Strongly Corelated-3; Moderately Corelated-2; Weakly Corelated-1; No Corelation-0

**TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

**QUESTION PAPER PATTERN  
END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

**SEMESTER III**

**ECONOMICS**

**(OFFERED BY ECONOMICS DEPARTMENT)**



## SEMESTER III

### EVS

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

### B.A.HISTORY

### COURSE PROFILE

### SEMESTER IV

SEM	COURSE CODE	COURSE TITLE	TITLE OF THE PAPER	HRS	CREDITS	C A	SE	T
IV		Language	Tamil/Hindi/French/Sanskrit	5	3	40	60	100
IV		English	Foundation/General	5	3	40	60	100
IV	HS18/4C/HCI	Core 7	History of Contemporary India	5	4	40	60	100
IV	HS18/4C/HTN	Core 8	History of Tamil Nadu 1565- 1947	5	4	40	60	100
IV		Soft Skill	English Department	2	2	40	60	100
IV	ALLIED	Allied 4	ECONOMICS (Offered by the Economics Dept.)			40	60	100
IV			Value Education	2	2		50	50
			<b>TOTAL</b>	<b>24</b>	<b>18</b>			

**SEMESTER IV**  
**HISTORY OF CONTEMPORARY INDIA**

**TOTAL HOURS: 75**  
**CREDIT: 4**

**COURSE CODE: HS18/4C/HCI**  
**L-T-P: 4 1 0**

**COURSE OBJECTIVES:**

To enable the students to

1. provide an overview of the history and politics of independent India.
2. give an updated knowledge on contemporary issues and challenges.
3. create an awareness of the contemporary scenario.
4. critically evaluate the policies introduced by each Prime Minister and its effects on the development of India.
5. gain insights of the constitutional development in Independent India

**COURSE OUTLINE:**

<b>UNIT - 1</b>	<b>Foundations of Independent India</b>	<b>15 Hrs</b>
1.1	Constitution of India- Salient Features	
1.2	Linguistic Re - organisation- Dar Commission -Formation of Andhra- States Re - organisation Commission- Formation of Maharashtra and Gujarat - Linguistic re - organisation	
1.3	Jawaharlal Nehru –Architect of Modern India - Foreign Policy	
<b>UNIT - 2</b>	<b>Lal Bahadur Shastri to Indira Gandhi</b>	<b>15 Hrs</b>
2.1	Lal Bahadur Shastri –Anti-Hindi Agitation-Indo-Pak War of 1965-Simla Pact - Tashkent Declaration	
2.2	Indira Gandhi- Indo-Pak War of 1971 - Domestic Reforms- Emergency-Foreign Policy	
2.3	Janata Government -Return of Indira Gandhi	
<b>UNIT - 3</b>	<b>Era of Economic Reforms</b>	<b>15 Hrs</b>
3.1	Rajiv Gandhi –Anti Sikh Riots-Bhopal Gas Tragedy- Panchyati Raj - Foreign Policy	
3.2	National Front Government - V.P.Singh – Mandal Commission- Ayodhya Issue- Fall of V.P. Singh Government	
3.3	Chandrashekar as Prime Minister	
<b>UNIT -4</b>	<b>P.V. Narasimha Rao to I.K. Gujral</b>	<b>15 Hrs</b>
4.1	P.V.Narasimha Rao –Cauvery Issue- New Economic Policy- Demolition of Babri Masjid	
4.2	73 <sup>rd</sup> and 74 <sup>th</sup> Constitutional Amendment- Scandals - Fall of Narasimha Rao’s Government.	
4.3	United Front Government- Deve Gowda - I.K.Gujral – A.B. Vajpayee	

<b>UNIT - 5</b>	<b>Planning in India:</b>	<b>15 Hrs</b>
5.1	Objectives of Planning	
5.2	Planning Commission-National Development Council	
5.3	Five Year Plans (1950-2000) - Main Features - Assessment	

### **RECOMMENDED BOOKS:**

1. Chandra, Bipan., **India Since Independence**, (Penguin UK, -2008).
2. Chandra, Bipin., Aditya Mukherjee And Mridula Mukherjee, **India After Independence 1947-2000**, (South Asia Books, 2<sup>nd</sup> Edition 2002).
3. John Webster, C.B., **History of Contemporary India**, (Asia Publishing House, 1971).

### **REFERENCE BOOKS:**

1. Anand, V.K., **India Since Independence: Making sense of South Indian Politics**, (New Delhi, Longman, 2010).
2. Chandra B. et al. **India Since Independence**, (New Delhi: Penguin Books, 2008).
3. Chaurasia R.S., **History of Modern India**, (Atlantic Publishers 2002).
4. Guha, R., **India After Gandhi**, (New Delhi: Harper Perennial, 2008).
5. Gupta, O.P., **Rise and Fall of Vajpayee Government**, (Mittal Publications, New Delhi, 2004).
6. Kapur, Harish, **Foreign Policies of India's Prime Ministers**, (Lancer Publishers, 2003).
7. Manisha, **Profiles of Indian Prime Ministers**, (Mittal Publications, New Delhi, 2010).
8. Masselas, Jim, **Indian Nationalism: A History**, (Sterling Publishers, New Delhi, 2002).
9. Pruthi, R.K., **The Prime Ministers of India**, (Indiana Publishing House, 2006).
10. Throor Shashi, **India from mid-night to the Millennium**, (Penguin, New Delhi, 2000).

### **JOURNALS:**

1. **Indian Historical Review**, Delhi: Sage Publications, ISSN NO: 0975-5977.
2. **Journal for Peace and Nuclear Disarmament**, Japan: Nagasaki University, ISSN: 2575-1654

### **E-LEARNING RESOURCES:**

1. <https://www.thehindubusinessline.com/opinion/The-foundations-of-our-democracy/article20500893.ece>
2. <https://erenow.net/exams/indiasinceindependence/18.php>
3. <https://www.toppr.com/guides/economics/liberalization-privatisation-and-globalisation/indian-economy-during-reforms/>
4. <https://www.pmindia.gov.in/en/former-prime-ministers/>
5. <http://www.planningcommission.gov.in/sitemap/index.php?poli=newdoc.htm>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the Foundations of Independent India.
CO 2	Examine the development of India under Lal Bahadur Shastri to Indira Gandhi.
CO 3	Recognizes the Era of Economic Reforms under Rajiv Gandhi to Chandrashekar.
CO 4	Comprehends the Prime Ministership of P.V. Narasimha Rao to I.K. Gujral.
CO 5	Explores the efficiency of Planning Commission in India.

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	3	3	1	2	2
CO 2	2	3	3	1	3	2
CO 3	2	3	3	1	2	3
CO 4	2	3	3	1	2	3
CO 5	2	3	3	1	2	3
<b>Average</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>2.2</b>	<b>2.6</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

## QUESTION PAPER PATTERN

### END SEMESTER EXAMINATION:

Knowledge	Section	Word	Marks	Total	Special
-----------	---------	------	-------	-------	---------

Level		Limit			Instructions if any
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

**SEMESTER IV**  
**HISTORY OF TAMIL NADU 1565-1947**

**TOTAL HOURS: 75**

**COURSE CODE: HS18/4C/HTN**

**CREDIT: 4**

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

**COURSE OBJECTIVES:**

To enable the students to

1. enable the students to perceive the nature of Tamil society before independence.
2. highlight the socio and economic changes in Tamil Nadu from Nayaks to the National Movement.
3. trace the rise of patriotism in Tamil Nadu.
4. analyse the chronological sequence of the History of Tamil Nadu.
5. expose the students to the key concepts of political thoughts.

**COURSE OUTLINE:**

<b>UNIT 1</b>	<b>Tamilagam under Nayaks</b>	<b>15 Hrs</b>
1.1	Nayankara System - Nayaks of Madurai – Thirumalai Nayak	
1.2	Nayaks of Tanjore - Raghunath Nayak - Nayaks of Gingee – Krishnappan Nayak II	
1.3	The Sethupathis of Ramnad - Tamilagam under Marathas Chhatrapati Shivaji Administration-Successors - The Peshwas	
<b>UNIT 2</b>	<b>European Settlers in Tamilagam</b>	<b>15 Hrs</b>
2.1	Advent of the Europeans	
2.2	Anglo – French rivalry - The Carnatic Wars	
2.3	Causes for French failure	
<b>UNIT 3</b>	<b>Consolidation of British Power</b>	<b>15 Hrs</b>
3.1	Poligar Rebellion - Verapandiya Kattabomman-South Indian Rebellion – Velunachiyar -Marudu Brothers	
3.2	Vellore Mutiny-1806	
3.3	Mysore Wars - Hyder Ali - Tipu Sultan	
<b>UNIT 4</b>	<b>Early Political Organizations</b>	<b>15 Hrs</b>

- 4.1 Growth of Political Organizations –Madras Native Association-Madras Mahajana Sabha
- 4.2 Tamilnadu under the British Rule –Administrative and Revenue changes Ryotwari System
- 4.3 Language and Literature under British rule

<b>UNIT 5</b>	<b>Role of Tamilagam in the National Movement</b>	<b>15 Hrs</b>
5.1	Early Nationalists-Radical Nationalists	
5.2	Congress-Rajaji's Ministry 1937	
5.3	Gandhian Influence in the National Movement	

### RECOMMENDED BOOKS:

1. Percy Brown, **Indian Architecture**, (Taraporewala publishers, Bombay, 2010).
2. Devanesan, A., **History of Tamil Nadu Upto 1995 AD**, (Renu Publications, Tamil Nadu 1997).
3. Ma. Po.Si, **History of Freedom Movement in Tamil Nadu**, (Tamil University, Tanjavur, 1988).

### BOOKS FOR REFERENCE:

1. Hardgrave, R, **The Dravidian Movement**, (Manohar Publications, New Delhi, 1970).
2. Irschick, E.F., **Politics and Social Conflicts in South India**, (University of California, 1969).
3. Mangala Murugesan, N.K., **Self-Respect Movement in Tamil Nadu**, (Kood I Publishers, 1979).
4. Nilakanta Sastri, K.A., **History of South India**, (Oxford University Press, New Delhi, 1966).
5. Pillay, K.K., **History of Tamil Nadu**, (Mukil E Publishing And Solutions Private Limited, 2015)
6. Rajayyan, **History of Tamil Nadu**, (Raj Publishers, 1982).
7. Srinivasachari, C.S., **Social and religious Movement**, (Madras, 1939).
8. Subramanian, N, **History of Tamil Nadu**, Vol. I & II, (Koodal publishers, Madurai, 2002).
9. Subramanian, N., **Social and Cultural History of Tamilnad (A.D.1336 – 1984)**, (Ennes Publications, Udumulpet, 1973).
10. Sundaralingam, **Politics and Nationalism Awakening in South India 1852-1891**, (Rawat Publications, Jaipur, 1980).

### JOURNALS:

1. **Indian Journal of History of Science (IJHS)**, Delhi: Indian National Science Academy, BNISI 23 (1963).
2. **South Indian History Congress**, Kerala: University of Kerala, ISSN: 2229-3671.

## E-LEARNING RESOURCES:

1. [https://www.jagranjosh.com/articles/rojgar-result-latest-jobs-admit-card-result-1530703827-1?itm\\_source=Oneplus3&itm\\_medium=CRE&itm\\_campaign=1](https://www.jagranjosh.com/articles/rojgar-result-latest-jobs-admit-card-result-1530703827-1?itm_source=Oneplus3&itm_medium=CRE&itm_campaign=1)
2. <http://www.historydiscussion.net/history-of-india/pallavas-of-kanchi-society-polity-economy-and-culture/2012>
3. <https://www.globalsecurity.org/military/world/india/history-chola.htm>
4. <https://www.jagranjosh.com/general-knowledge/list-of-pandya-rulers-and-their-contributions-1509450706-1>
5. <http://www.indiancommunities.org/2016/10/30/vijayanagar-rule-in-tamil-nadu/>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the growth of Tamilagam under Nayaks.
CO 2	Examine the growth European Settlers in Tamilagam.
CO 3	Recognizes the Consolidation of British Power .
CO 4	Comprehends the rise of Early Political Organizations in Tamil Nadu.
CO 5	Explores the efficiency of Tamil Nadu in the National Movement.

## Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	2
CO 2	3	3	3	3	3	2
CO 3	3	3	3	3	3	2
CO 4	3	3	3	3	3	3
CO 5	3	3	3	3	3	3
Average	3	3	3	3	3	2.4

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

## QUESTION PAPER PATTERN END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		



**SEMESTER IV**

**ECONOMICS**

**(OFFERED BY ECONOMICS DEPARTMENT)**

**SEMESTER IV**

**VALUE EDUCATION**

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

**B.A.HISTORY**

**COURSE PROFILE**

**SEMESTER V**

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CREDIT</b>	<b>CA</b>	<b>SE</b>	<b>T</b>
V	Core 9	HS18/5C/HEU	History of Europe 1789-1871	6	4	40	60	100
V	Core 10	HS18/5C/HCJ	History of China and Japan	6	4	40	60	100
V	Core 11	HS18/5C/MMI	Makers of Modern India	6	4	40	60	100
V	Elective I	HS18/5E/CPH	Concepts and Principles of Human Rights	6	5	40	60	100
V	Elective II	HS18/5E/BOA	Basics of Archaeology	6	5	40	60	100
			<b>TOTAL</b>	<b>30</b>	<b>22</b>			

## **SEMESTER V HISTORY OF EUROPE 1789-1871**

**TOTAL HOURS: 90 COURSE CODE: HS18/5C/HEU**

**CREDIT: 4**

**L-T-P: 4 20**

### **COURSE OBJECTIVES:**

To enable the students to

1. focus on the major events that changed the lifestyle of the people of Europe and their governments.
2. analyse the development of continental Europe.
3. critically evaluate the rise of revolutions in France.
4. analyse the chronological sequence of the History of Europe.
5. become aware of the impact of European History on world politics.

### **COURSE OUTLINE:**

#### **UNIT - 1 The French Revolution 20 Hrs**

1.1 The Ancient Regime

1.2 Causes for the French Revolution - Political - Social - Economic - Intellectual - National Assembly and Tennis Court Oath

1.3 Reign of Terror - Jacobins - Impact of the Revolution - French Constitution

#### **UNIT – 2 Rise of Napoleon 15 Hrs**

2.1 Conquests of Napoleon - War of Independence of Corsica - Austrian Invasion - Siege of Mantua - Invasion of Egypt - campaign of Syria - Downfall of the Directory

2.2 Napoleon as Emperor - Foreign Policy - The Continental System

2.3 Fall of Napoleon - Spanish Invasion - Battle of Baylen - Battle of Salamanca - Treaty of Vienna

#### **UNIT - 3 Era of Congress – The Revolution of 1830 and 1848 in France 20 Hrs**

3.1 Historical background - Congress of Vienna 1815

3.2 Concert of Europe – Holy Alliance and Quadruple Alliance

3.3 Revolution of 1830 and 1848

#### **UNIT – 4 Eastern Question 15 Hrs**

4.1 Greek War of Independence - Rise of Nationalism in Greece

4.2 Crimean war - Ottoman Empire - Russian Expansion - Treaty of Paris

4.3 Congress of Berlin - Treaty of San Stefano

#### **UNIT – 5 Unification of Germany, Italy and Napoleon III 20 Hrs**

5.1 Unification of Germany - War with Denmark - Austro Prussian War

- Franco Prussian War - Bismarck
- 5.2 Unification of Italy – Cavour - Garibaldi – Victor Immanuel II
- 5.3 Napoleon III - Foreign policy- Economic Policy - Labour Policy - Religious Policy

### **RECOMMENDED BOOKS:**

1. Blanning, T.C.W., **The Oxford History of Modern Europe**, (Oxford University Press, 2000).Khurana,
2. K.L., **Modern Europe**, (Lakshmi Narain Agarwal, Agra, 2011).
3. Kundra & Kundra, **History of Europe**, (Oxford University Press, 1996).

### **BOOKS FOR REFERENCE:**

1. Arun Bhattacharjee, **A History of Europe, 1789 – 1945**, (New Delhi, 1982).
2. David, Thomson, **Europe since Napoleon**, (New Delhi, 1990).
3. Derek Urwin, **A Political History of Western Europe since 1945**, (London, 1997).
4. Fisher, H.A.L., **A History of Europe**, (Edward Arnold, London, 1941).
5. Grant, A.J., **Europe: The Story of Last Five Centuries**, (Steward &Company, London. 1999).
6. Grant,A.J. and Temperly, Harold , **Europe in the Nineteenth and Twentieth Centuries 1789-1939**, (Longman Greens, London, 1954).
7. Keswani, K.B., **International Relations in Modern World 1900-2000**, (Himalaya Publishing House, Mumbai, 2005).
8. Kettelby J.D.M., **The History of Modern Times from 1789**, (United Kingdom, 2002).
9. Southgate, G.W., **A Shorter European History 1756-1945**, (J.M. Dent Publishers, London, 1965).
10. Srivastva, L.N., **International Relations (from 1914 to Present Day)**, (SBD Publishers, New Delhi, 1998).

### **JOURNALS:**

1. **European History Quarterly**, UK: Sage Journals, ISSN: 0265 6914.
2. **Journal of Political Communication**, Netherland: Taylor & Francis, ISSN: 1058-4609.

### **E-LEARNING RESOURCES:**

1. <https://www.history.com/topics/france/french-revolution>
2. <https://www.history.com/topics/france/napoleon>
3. <http://www.preservearticles.com/history/short-essay-on-the-comparative-study-of-the-revolutions-of-1830-and-1848-in-france/14609>
4. <https://www.encyclopedia.com/history/modern-europe/turkish-and-ottoman-history/eastern-question>
5. <http://www.markedbyteachers.com/international-baccalaureate/history/napoleon-iii-contributions-to-the-italian-unification.html>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the causes, course and consequence of the French Revolution.
CO 2	Examine the Rise of Napoleon.
CO 3	Recognizes the Era of Congress with the Revolution of 1830 and 1848 in France .
CO 4	Comprehends the Eastern Question and the Ottoman Empire.
CO 5	Explores the efficiency of the Unification of Germany, Italy and Napoleon III.

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	3	1	2	3	3
CO 2	3	3	1	2	3	3
CO 3	2	3	1	2	3	3
CO 4	3	3	1	2	3	3
CO 5	3	3	1	2	3	3
<b>Average</b>	<b>2.6</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>

**KEY:** Strongly Corelated-3; Moderately Corelated-2; Weakly Corelated-1; No Corelation-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

## QUESTION PAPER PATTERN

### END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if
-----------------	---------	------------	-------	-------	-------------------------

					<b>any</b>
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

**SEMESTER V**  
**HISTORY OF CHINA AND JAPAN**

**TOTAL HOURS: 90 COURSE CODE: HS18/5C/HCJ**

**CREDIT: 4**

**L-T-P: 4 20**

**COURSE OBJECTIVES:**

To enable the students to

1. provide an insight into the historical background of China and Japan.
2. analyse the chronological sequence of the History of China and Japan.
3. critically evaluate the influence of Japan over China during the world wars.
4. highlight their march from insular nations to their present dynamic position.
5. gain knowledge of cultural and political development of china and Japan.

**COURSE OUTLINE:**

<b>UNIT - 1</b>	<b>First World War and East Asia</b>	<b>20 Hrs</b>
1.1	Historical Background - China and Japan- Japanese Imperialism Policy of expansion – Kioachow Incident	
1.2	Declaration of War - 21 Demands	
1.3	Yuan Shikai - May 4 <sup>th</sup> Movement	
<b>UNIT - 2</b>	<b>China between the World Wars</b>	<b>20 Hrs</b>
2.1	Rise and Fall of Kuomintang Party - Dr. Sun Yat Sen	
2.2	Chiang Kai Shiek – Anti-capitalism	
2.3	Civil War in China – Establishment of the Communist Rule	
<b>UNIT – 3</b>	<b>Japan between the World Wars</b>	<b>20Hrs</b>
3.1	Washington Conference – Causes – Provisions - Results	
3.2	Manchurian – Causes – Events – Establishment of Manchukuo	
3.3	Second Sino –Japanese War	
<b>UNIT – 4</b>	<b>China and Japan in the Second World War</b>	<b>15 Hrs</b>
4.1	Rise of Communist Party in China - Achievements	
4.2	Mao Tse Tung -Long March-Cultural Revolution	
4.3	Japan and the World War II- Attack of Pearl Harbour – Bombing of Hiroshima -Nagasaki	

<b>UNIT – 5</b>	<b>Contemporary China and Japan</b>	<b>15 Hrs</b>
5.1	Post War Japan – SCAP – New Constitution – End of Occupation – San Francisco Conference – Security Pact	
5.2	Japan - Economic Social and Cultural Development	
5.3	China upto 1989 – Tiananmen Square protests- Japan 1989 -Death of Emperor Hirohito	

### **RECOMMENDED BOOKS:**

1. Chaurasia, R.S., **History of the Far East**, (Forward Book Depot, New Delhi,2003).
2. Christopher Hwe, **China and Japan: History, Trends and Prospects**, (Clarendon Press,1996).
3. Vinacke, A **History of the Far East in Modern Times**,( Kalyani Publishers, New Delhi, 1978).

### **BOOKS FOR REFERENCE:**

1. Chaurasia, R.S., **History of Modern China**,(Atlantic Publishers, 2004).
2. Chaurasia, R.S., **History of the Far East**, (Forward Book Depot, New Delhi, 2003).
3. David M.D., **Rise and Growth of Modern Japan**,(Himalaya Publishing House, 1989).
4. Dotforam, Eberlard, **History of China**, (Rutledge Kegan Paul Publishers, London, 1992).
5. Katausca, Paul, H, **South East Asia, Colonial History: High imperialism (1890s-1930s)**, (Taylor & Francis 2001).
6. Latinore, **Making of Modern China**, (G. Allen & Unwin, London, 1945).
7. Majumdar, R.K., and Srinivasan A.N., **History of Japan**, (Surjeet Book Depot, Delhi, 1978).
8. Singh A.K, **History of East Asia**, (APC Publications,New Delhi, 1980).
9. Sinha. P and Surya. P,**China and Japan in Ancient Power Politics**, (Sage Publications, New Delhi,1992).
10. Vinacke, A**History of the Far East in Modern Times**, Kalyani Publishers, New Delhi, 1978.

### **JOURNALS:**

1. **Twentieth – Century China**, Maryland,Johns Hopkins University Press, ISSN: 19405065.
2. **The Journal of Japanese Studies**, JSTOR publishers, USA, ISSN: 00956848



## E-LEARNING RESOURCES:

1. <https://encyclopedia.1914-1918-online.net/article/china>
2. <http://totallyhistory.com/kuomintang/>
3. <https://www.encyclopedia.com/history/encyclopedias-almanacs-transcripts-and-maps/japan-and-two-world-wars>
4. <https://www.thoughtco.com/world-war-ii-in-asia-195787>
5. [http://www.eiilmuniversity.co.in/downloads/History\\_china\\_and\\_Japan\\_1840\\_1949.pdf](http://www.eiilmuniversity.co.in/downloads/History_china_and_Japan_1840_1949.pdf)

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the causes, course and consequence of the First World War in East Asia.
CO 2	Examine the condition of China between the World Wars.
CO 3	Recognizes the role of Japan between the World Wars.
CO 4	Comprehends the position of China and Japan in the Second World War.
CO 5	Explores the efficiency of Contemporary China and Japan.

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	1	1	3	3
CO 2	3	3	1	1	3	3
CO 3	3	3	1	1	3	3
CO 4	3	3	1	1	3	3
CO 5	3	3	1	1	3	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>3</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

**QUESTION PAPER PATTERN  
END SEMESTER EXAMINATION:**

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

**SEMESTER V  
MAKERS OF MODERN INDIA**

**TOTAL HOURS: 90 COURSE CODE: HS18/5C/MMI  
CREDIT: 4 L-T-P: 4 20**

**COURSE OBJECTIVES:**

To enable the students to

1. acquire the knowledge about the contribution of Indian intellectuals.
2. study the varied paradigms of eminent thinkers.
3. identify and recognize the philosophy of great reformers.
4. critically evaluate the influence of social, religious and political thinkers on Indians.
5. analyse the different ideologies of various thinkers.

**COURSE OUTLINE:**

<b>UNIT – 1</b>	<b>Social Thinkers</b>	<b>20 Hrs</b>
1.1	Raja Ram Mohan Roy –Brahmo Samaj	
1.2	Women education and widow remarriage - Iswar Chandra Vidya Sagar - Veerasingam Pantulu	
1.3	Savithriba Phule –First woman teacher- Pandita Ramabai- Emanicipation of uppercaste Hindus	
<b>UNIT - 2</b>	<b>Religious Reformers</b>	<b>15 Hrs</b>
2.1	Swami Dayanand Saraswathi –Arya Samaj	
2.2	Swami Vivekananda-Philosophy of Vedanta and Yoga-	
2.3	Indian nationalist Sri Aurobindo –Divine life	

<b>UNIT - 3</b>	<b>Early Political Thinkers</b>	<b>20 Hrs</b>
3.1	Dadabhai Naoroji-Drain theory	
3.2	W.C Banerji – M.G.Ranade - B.G.Tilak -Gopalakrishna Gohkale	
3.3	Rabindranath Tagore	
<b>UNIT – 4</b>	<b>Political Thinkers</b>	<b>15 Hrs</b>
4.1	Sir Syed Ahmed Khan-Aligarh Movement - M K Gandhi - Subhash Chandra Bose	
4.2	Sir Mohammed Iqbal - B.R.Ambedkar	
4.3	Jawaharalal Nehru - Muhammed Ali Jinnah	
<b>UNIT - 5</b>	<b>Communists</b>	<b>20 Hrs</b>
5.1	Ram Manohar Lohia -Jayaprakash Narayan	
5.2	M.N.Roy - S.A.Dange - E.M.S. Namboodripad	
5.3	Singaravelu Chettiar - P Ramamurthi	

### **RECOMMENDED BOOKS:**

1. Ramachandra Guha, **Makers of Modern India**, (Harvard University Press, 2011).
2. Urmila Sharma, S.K., Sharma, **Indian Political Thought**, (Atlantic Publishers & Distributors, New Delhi, 2001).
3. Vishnoo Bagwan, Dr., **Indian Political Thinkers**, (Atma Ram & Sons, New Delhi, 1996).

### **BOOKS FOR REFERENCE:**

1. Adi Hormusji Dr.,**Political Thinkers of Modern India**, (Mittal Publications, New Delhi, 1997).
2. Banhati, G.S., **Life and Philosophy of Swami Vivekananda**, (Atlantic Publishers & Distributors, New Delhi, 1995).
3. E. M. S. Namboodiripad, **How I became a Communist**, (Chinta Publishers, Trivandrum, 1976).
4. E. Namboodiripad, E.M.S., **How I Became a Communist**, (Chinta Publishers, 1976).
5. N. Jayapalan, **Indian Political Thinkers: Modern Indian Political Thought**, (Atlantic Publishers and Distributors, New Delhi, 2000).
6. Ratan Das, **Jayaprakash Narayan: His Life and Mission**, (Sarup and Sons, 2007).
7. Shruti Kapila, **An Intellectual History for India**, (Cambridge University Press, 2010).
8. Śrīrāma Goyala, **A Religious History of Ancient India, Upto C. 1200 A.D.**, (Kusumanjali Prakashan, 1984).
9. Stanley A. Wolpert, **Jinnah of Pakistan**, (Oxford University Press, 2005).
10. Verinder Grover, **S.A. Dange**, (Deep and Deep Publications, New Delhi, 1993)

### **JOURNALS:**

1. **Indian Journal of History of Science (IJHS)**, Delhi: Indian National Science Academy, BNISI 23 (1963).
2. **The Journal of Common wealth & Comparative Politics**, UK: Taylor & Francis ISSN: 1466-2043.

### **E-LEARNING RESOURCES:**

1. <https://www.thefamouspeople.com/indian-philosophers.php>
2. <http://www.historydiscussion.net/history-of-india/reforms-in-india/religious-and-social-reforms-in-india-after-1858/6316>
3. <http://164.100.133.129:81/econtent/Uploads/modern indian political thought.pdf>
4. <https://sol.du.ac.in/mod/book/view.php?id=1599&chapterid=1605>
5. <https://www.cpim.org/content/e-m-s-namboodiripad>

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine the philosophy of the great social thinkers.
CO 2	Examine the ideologies of Religious Reformers.
CO 3	Recognizes the role of Early Political Thinkers.
CO 4	Comprehends the position of Political Thinkers in India.
CO 5	Explores the efficiency of Communists in India's Development.

### **Mapping of CO with PSO**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	1	1	3	1	3	3
<b>CO 2</b>	1	2	3	1	3	3
<b>CO 3</b>	1	1	3	1	3	3
<b>CO 4</b>	1	1	3	1	3	3

<b>CO 5</b>	1	2	3	1	3	3
<b>Average</b>	<b>1</b>	<b>1.4</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

### **QUESTION PAPER PATTERN**

### **END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1	A – 10 x 2 Marks	50	20	100	
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

## **SEMESTER V ELECTIVE I CONCEPTS AND PRINCIPLES OF HUMAN RIGHTS**

**TOTAL HOURS: 90 COURSE CODE: HS18/5E/CPH**

**CREDIT: 5L-T-P: 4 20**

### **COURSE OBJECTIVES:**

To enable the students to

1. avail the knowledge of the basic concepts of Human Rights.
2. trace the historical evolution of Human Rights.
3. critically evaluate the significance of Human rights.
4. analyse the different Conventions, rules and regulations on Human Rights.
5. give a clear picture of challenges and barriers in Human rights.

### **COURSE OUTLINE:**

<b>UNIT 1</b>	<b>Definition and Historical Evolution of Human Rights</b>	<b>20Hrs</b>
1.1	Definition- Classification of Rights	

2.2	Magna Carta- English Bill of Rights-Petition of Rights American Declaration of Independence	
2.3	French Declaration of the Rights of Man and Citizen	
<b>UNIT 2</b>	<b>International Human Rights</b>	<b>20Hrs</b>
2.1	Universal Declaration of Human Rights 1948	
2.2	International Convention on Civil and Political Rights	
2.3	International Convention on Economic Social and Cultural Rights	
<b>UNIT 3</b>	<b>Human Rights and the Indian Constitution</b>	<b>20 Hrs</b>
3.1	Preamble-Fundamental Rights	
3.2	Fundamental Duties-Directive Principles of State Policy	
3.3	National Human Rights Commission- Composition and Functions	
<b>UNIT 4</b>	<b>Issues in Human Rights</b>	<b>15 Hrs</b>
4.1	Discrimination- Racism - Casteism	
4.2	Genocide- Torture- Terrorism – Refugees	
4.3	Slavery-Rights of Prisoners – Transgender	
<b>UNIT 5</b>	<b>Human Rights of the Marginalised</b>	<b>15 Hrs</b>
5.1	Children -Child Labour-Trafficking in Children - Convention on the Rights of the Child - National Commission for Children	
5.2	Dalits - Positive Discrimination-Constitutional Provisions to protect Dalits. National Commission for Scheduled Castes	
5.3	Tribals- Rights of Indigenous people- National Commission for Scheduled Tribes	

### RECOMMENDED BOOKS:

1. Indrani Sen Gupta, **Human Rights of Minority and Women's: Transgender human rights**, (Gyan Publishing House, New Delhi, 2005).
2. Nirmal C.J., **Human Rights In India**, (Oxford University Press, New Delhi, 2002).
3. Ravindran D.J., **Human Rights Praxis, Earthworm Books**, (Asian Forum for Human Rights and Development, Chennai, 1991).

### BOOKS FOR REFERENCE:

1. Ashine Roy, **Human Rights of Women New Delhi**, (Rajat Publications, Delhi, 2003).
2. Janusz Symonides, **Human Rights: Concept and Standards**, (Rawat, New Delhi, 2002).
3. Jayapalan, D, **Human Rights**, (Atlantic Publishers & Distributors (P) Limited New Delhi, 1999.)
4. Mamta Rajawat, **Human Rights and Dalits**, (Anmol, New Delhi, 2005).
5. Saksena, K.P., **Human Rights and the Constitution: Vision and the Reality**, (Gyan Publications, New Delhi, 2003).

6. Sanajaoba, N, **Human Rights in the New Millennium**, (Manas, New Delhi, 2000).
7. Subramanian, S, **Human Rights : International Challenges**, (Manas, New Delhi, 2004).
8. Swapna Mukhopadhyay, **In the Name of Justice : Women and Law in Society**, (Manohar, New Delhi, 1998).
9. Tindal, **America, Volume 2**, (W. N. Norton & Company, New York, 1984).
10. Vishnoo Bhagwan, **Indian Constitution : An Appraisal**, Seventh revised edition, (Oscar Publications, New Delhi, 1999).

## **JOURNALS:**

1. **Journal of the National Human Rights Commission**, India, New Delhi, ISSN: 0973-7596.
2. **Journal of Human Rights**, University of Connecticut, ISSN: 1475-4843.

## **E-LEARNING RESOURCES:**

1. [https://www.academia.edu/10421419/HISTORICAL\\_EVOLUTION\\_OF\\_HUMAN\\_RIGHTS\\_WORLD\\_WIDE\\_AND\\_IN\\_INDIA](https://www.academia.edu/10421419/HISTORICAL_EVOLUTION_OF_HUMAN_RIGHTS_WORLD_WIDE_AND_IN_INDIA)
2. <https://www.un.org/en/sections/universal-declaration/foundation-international-human-rights-law/index.html>
3. [https://shodhganga.inflibnet.ac.in/bitstream/10603/102509/9/09\\_chapter%2003.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/102509/9/09_chapter%2003.pdf)
4. <http://www.globalissues.org/issue/137/human-rights-issues>
5. <https://sol.du.ac.in/mod/book/view.php?id=1473&chapterid=1379>

## **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine the Definition and Historical Evolution of Human Rights.
CO 2	Examine the Declarations of International Human Rights.
CO 3	Recognizes the role of Human Rights in the Indian Constitution.
CO 4	Comprehends the Issues in Human Rights.
CO 5	Explores the effectiveness of Human Rights of the Marginalised.

## **Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	1	3	3	1	3	2
<b>CO 2</b>	1	3	3	1	3	2
<b>CO 3</b>	1	3	3	1	3	3
<b>CO 4</b>	1	3	3	1	3	3
<b>CO 5</b>	1	3	3	1	3	3
<b>Average</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>2.6</b>

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

### **QUESTION PAPER PATTERN END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

### **SEMESTER V BASICS OF ARCHAEOLOGY**

**TOTAL HOURS: 90 COURSE CODE: HS18/5E/BOA  
CREDIT: 5L-T-P: 4 20**

### **COURSE OBJECTIVES:**

To enable the students to

1. bring awareness of the subject and rich archaeological heritage.
2. analyse the nature and scope of archaeology.
3. critically evaluate the significance Archeology.
4. trace the origin and need for the development of Archeology in India.



5. stimulate interest in specializing the study of archaeology at the carrier level.

## **COURSE OUTLINE:**

<b>UNIT – 1</b>	<b>Archaeology - Meaning and Definition</b>	<b>20 Hrs</b>
1.1	Definition, Nature and Aim of Archaeology.	
1.2	Scope of Archaeology.	
1.3	History of Archaeology - an Outline.	
<b>UNIT– 2</b>	<b>Kinds of Archaeology</b>	<b>20 Hrs</b>
2.1	Marine - Aerial - Salvage - Ethno	
2.2	Pre Historic Archaeology - Historical Archaeology - Environmental Economic Archaeology.	
2.3	New Archaeology – Feminist Archaeology and Experimental Archaeology.	
<b>UNIT – 3</b>	<b>Archaeology and Sciences</b>	<b>15 Hrs</b>
3.1	Archaeology and Life Sciences.	
3.2	Archaeology and Geology	
3.3	Archaeology and Metallurgy	
<b>UNIT – 4</b>	<b>Principles and Methods of Exploration and Excavation</b>	<b>20 Hrs</b>
4.1	Exploration – significance and importance – manual and scientific.	
4.2	Excavation – Principles and Methods - Destination Learning	
4.3	Epigraphy – Sources for History and Types Numismatics – Sources for History	
<b>UNIT – 5</b>	<b>Growth and History of Archaeology in India</b>	<b>15 Hrs</b>
5.1	Archaeological Survey of India and State Department of Archaeology	
5.2	Eminent Archaeologists in India – Alexander Cunningham – Sir John Marshall – Sir Mortimer Wheeler – H. D. Sankalia.	
5.3	Archaeological Studies in Universities – Madras University – Deccan College, Pune, Delhi School of Archaeology	

## **RECOMMENDED BOOKS:**

1. Rajan, K., **Archaeology: Principles and Methods**, (Parthajan Publications, Chennai, 1991).
2. Raman, K.V., **Principles and Methods of Archaeology**, (Parthajan Publications, Chennai, 1998).
3. Roy, Surendranath, **The Story of Indian Archaeology**, (New Delhi, 1961).

## **BOOKS FOR REFERENCE:**

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

## JOURNALS:

1. **Indian Journal of Archaeology**, New Delhi, ISSN: 2455-2798.
2. **Advances in Archaeological Practice**, Society for American Archaeology,ISSN: 2326-3768.

## E-LEARNING RESOURCES:

1. <https://study.com/academy/lesson/what-is-archeology-definition-history-topics.html>
2. <https://sciencestruck.com/different-types-of-archaeology>
3. <https://www.britannica.com/science/archaeology/First-steps-to-archaeology>
4. [https://alagappauniversity.ac.in/uploads/files/MA\(History\)%20-%20321%2011E1%20-%20Principles%20and%20Methods%20of%20Archaeology.pdf](https://alagappauniversity.ac.in/uploads/files/MA(History)%20-%20321%2011E1%20-%20Principles%20and%20Methods%20of%20Archaeology.pdf)
5. <http://www.historydiscussion.net/history-of-india/archaeology-history-of-india/history-of-archaeology-in-india/13176>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the Meaning and Definition of Archaeology.
CO 2	Examine the Kinds of Archaeology.

CO 3	Recognizes the relation between Archaeology and Sciences.
CO 4	Comprehends the Principles and Methods of Exploration and Excavation.
CO 5	Explores the Growth and History of Archaeology in India.

### Mapping of CO with PSO

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	1	1	1	3	3	2
CO 2	1	1	1	3	3	2
CO 3	1	1	1	3	3	3
CO 4	3	3	1	3	3	3
CO 5	3	3	3	3	3	3
<b>Average</b>	<b>1.8</b>	<b>1.8</b>	<b>1.4</b>	<b>3</b>	<b>3</b>	<b>2.6</b>

**KEY:** Strongly Corelated-3; Moderately Corelated-2; Weakly Corelated-1; No Corelation-0

### TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

### QUESTION PAPER PATTERN

#### END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

**SELF STUDY**  
**(FOR ADVANCED LEARNERS - OPTIONAL)**  
**MODERN GOVERNMENTS**

**SELF STUDY**  
**(FOR ADVANCED LEARNERS - OPTIONAL)**  
**MODERN GOVERNMENTS**

**CREDIT: 2**

**COURSE OBJECTIVES:**

Enables the students to

1. Study the growth of the Constitution of India
2. Acquire the knowledge of the various legislations.
3. Understand the different kinds of Parliament in various countries.
4. Know the salient features of the major constitutions of the world.
5. Make them understand the functioning of the various forms of government

**COURSE OUTLINE:**

**UNIT - 1      The Constitution of United Kingdom**

- 1.1: Salient features of the Constitution  
1.2: Cabinet-King- Characteristics of the Cabinet system-  
Prime Minister- House of Commons- House of Lords  
1.3: Process of Law-making

**UNIT -2      The Constitution of U.S.A**

- 2.1: Salient features of the constitution  
2.2: The Presidency-Veto power- Checks and balances  
2.3: The Congress- House of Representatives- Senate-  
Process of Law-making - Judicial Review

**UNIT – 3      The Constitution of Switzerland**

- 3.1 Salient features of the Constitution  
3.2 Plural or Collegiate Executive -  
Federal Council – Federal Assembly  
3.3 Federal Assembly -National Council-  
Council of States- Direct Democracy

**UNIT – 4      The Constitution of France**

- 4.1 Salient features of the Constitution- Written and Unitary -  
Combination of parliamentary and Presidential-*Droit Administratif*  
4.2 President- Powers and Position  
4.3 Legislature -National Assembly and Senate- PM and Cabinet

**UNIT – 5      The Constitution of India**

- 5.1 Basic structure of the Constitution- Written-  
Parliamentary System-Role of President  
5.2 Composition and Functions of the Lok Sabha and Rajya Sabha-  
Role of Prime Minister

**RECOMMENDED BOOKS:**

1. Vishnoo Bhagawan, **World Constitutions**, (Sterling Publishers, 1993)
2. T. S. Ramalingam, **Modern Governments**, Royal Press, (New Delhi,1967)
3. Larry Alexander, **Constitutionalism – Philosophical Foundations**, Cambridge University Press, (Cambridge, 2001).

**BOOKS FOR REFERENCE:**

1. Anthony King, **The British Constitution**, Oxford University Press, (London, 2009)
2. Nigel Bowles, **Government and Politics of the United States**, (USA, 2007)
3. Peter Self, **Political Theories of Modern Government**, Routledge Revivals, (New York, 2009)
4. Robert L. Maddex, **Constitutions of the World**, (CQ Press, 2007)
5. Robert M. Hutchins, **Preliminary Draft of a World Constitution**, University of Chicago Press, (Chicago,1948)
6. D. Deol, **Comparative Government & Politics**, (Sterling Publishers, 1992)
7. Rod Hague Martin, **Comparative Government and Politics**, (New York, 2001).
8. Hugh G. Thorburn, **Party Politics in Canada**, Prentice Hall, (New Delhi, 1985).
9. Heinz Klug, **The Constitution of South Africa**, (Hart Pub, 2010).
10. Bipan Chandra, **History of Modern India**, (Orient Blackswan, Chennai, 2009).

**E-LEARNING RESOURCES:**

1. <http://www.oxfordscholarship.com/view/>
2. <http://www.sscportal.in/commUnity/gk/history-of-india-and-the-world/the-gandhian-era>
3. [static.upsportal.com/.../IGP-CSAT-Paper-1-Polity-Indian-Polity-&-Gov](http://static.upsportal.com/.../IGP-CSAT-Paper-1-Polity-Indian-Polity-&-Gov)
4. ["http://www.historydiscussion.net/british-india/constitutional...british...india/](http://www.historydiscussion.net/british-india/constitutional...british...india/)
5. [www.britannica.com/topic/Regulating-Act](http://www.britannica.com/topic/Regulating-Act)

**COURSE OUTCOMES:**

CO No.	CO Statement
CO 1	Enables critical analysis the constitution of England
CO 2	Enables critical analysis the constitution of USA
CO 3	Enables critical analysis the constitution of Switzerland
CO 4	Enables critical analysis the constitution of France

<b>CO 5</b>	Helps to understand the socio-political issues and origin of Indian Constitution
-------------	--

**Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	3	3	2	3	3	3
<b>CO 2</b>	3	3	3	3	3	3
<b>CO 3</b>	3	3	3	3	3	3
<b>CO 4</b>	3	3	3	2	3	3
<b>CO 5</b>	3	3	2	3	2	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>2.8</b>	<b>2.8</b>	<b>3</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

**QUESTION PAPER PATTERN  
END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

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

**B.A.HISTORY**

**COURSE PROFILE**

**SEMESTER VI**

<b>SEM</b>	<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>TITLE OF THE PAPER</b>	<b>HRS</b>	<b>CREDIT</b>	<b>CA</b>	<b>SE</b>	<b>T</b>
<b>VI</b>	<b>Core 12</b>	<b>HS18/6C/HEU</b>	<b>History of Europe 1871-1945</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>VI</b>	<b>Core 13</b>	<b>HS18/6C/HUS</b>	<b>History of USA</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>VI</b>	<b>Core 14</b>	<b>HS18/6C/CPH</b>	<b>Contemporary Tamil Nadu</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>VI</b>	<b>Core 15</b>	<b>HS18/6C/WSS</b>	<b>Women's Studies</b>	<b>6</b>	<b>4</b>	<b>40</b>	<b>60</b>	<b>100</b>
<b>VI</b>	<b>Elective III</b>	<b>HS18/6E/SCC</b>	<b>Socio Cultural History of Chennai</b>	<b>6</b>	<b>5</b>	<b>40</b>	<b>60</b>	<b>100</b>
			<b>TOTAL</b>	<b>30</b>	<b>21</b>			



**SEMESTER VI  
HISTORY OF EUROPE 1871-1945**

**TOTAL HOURS: 90      COURSE CODE: HS18/6C/HEU**  
**CREDIT: 4                      L-T-P: 4    20**

**COURSE OBJECTIVES:**

To enable the students to

1. equip the students with the knowledge of the developments in modern Europe.
2. help the students examine various aspects of world wars.
3. study the varied paradigms of Europe.
4. critically evaluate the reforms brought out to overcome the effects of the wars.
5. familiarize the influence of dictators on European society.

**COURSE OUTLINE:**

<b>UNIT - 1</b>	<b>Europe on the Eve of World War I</b>	<b>20 Hrs</b>
1.1	Treaty of Frankfurt 1871	
1.2	Treaty of Berlin 1878	
1.3	Balkan Wars - Year of Armed Peace	
<b>UNIT - 2</b>	<b>World War I</b>	<b>15 Hrs</b>
2.1	Causes – Course of World War I	
2.2	Entry of US into World War I - Results	
2.3	Paris Peace Conference - Treaty of Versailles - League of Nations	
<b>UNIT - 3</b>	<b>Europe between the Wars</b>	<b>20 Hrs</b>
3.1	The Russian Revolution – Bolshevik – Menshevik - Lenin	
3.2	Great Depression - Hoover Moratorium - New Deal	
3.3	Inter-War Alliances - The Central Powers - The Dual and Triple Alliances - Triple Entente	
<b>UNIT - 4</b>	<b>Rise of Dictatorship</b>	<b>15 Hrs</b>
4.1	Rise of Hitler - Germany	
4.2	Rise of Mussolini – Italy - Stalin-Russia	

4.3 Mustapha Kemal Pasha - Turkey-Tojo Hideki - Japan

**UNIT - 5      World War II      20 Hrs**

5.1 World War II - Causes - Course

5.2 US entry into the War – Attack of Pearl Harbour – Bombing of Hiroshima – Nagasaki -Result

5.3 Role of UNO - Aims and Achievements

**RECOMMENDED BOOKS:**

1. Blanning, T.C.W., **The Oxford History of Modern Europe**, (Oxford University Press, 2000).
2. Kundra & Kundra, **History of Europe**, (Oxford University Press, 1996).
3. Khurana, K.L., **Modern Europe**, (Lakshmi Narain Agarwal, Agra, 2011).

**BOOKS FOR REFERENCE:**

1. Arun Bhattacharjee, **A History of Europe, 1789 – 1945**, (New Delhi, 1982).
2. Carr E.H., **International Relations between the Two World War 1919-1939**, (London, 1959).
3. David, Thomson, **Europe since Napoleon**, (New Delhi, 1990).
4. Derek Urwin, **A Political History of Western Europe since 1945**, (London, 1997).
5. Fisher, H.A.L., **A History of Europe**, (Edward Arnold publishers, London, 1941).
6. Grant,A.J. and Temperly, Harold ,**Europe in the Nineteenth and Twentieth Centuries 1789-1939**, (Longman Greens, London, 1954).
7. Keswani, K.B., **International Relations in Modern World 1900-2000**, (Himalaya Publishing House, Mumbai, 2005).
8. Kettleby, C.D.M., **A History of Modern Times from 1789**, (London, 1961).
9. Rao, B.V., **History of Modern Europe 1789 – 1992**, (New Delhi, 1982).
10. Southgate, G.W., **A Text Book of Modern European History 1789-1945**, (Dent, London, 1958).

**JOURNALS:**

1. **European History Quarterly**, UK: Sage Journals, ISSN: 0265 6914.
2. **Journal of Political Communication**, Netherland: Taylor & Francis, ISSN: 1058-4609.

**E-LEARNING RESOURCES:**

1. <https://studymoose.com/europe-on-the-eve-of-world-war-i-essay>
2. <https://www.history.com/topics/world-war-i/world-war-i-history>
3. <https://www.sparknotes.com/history/european/interwaryears/summary/>

4. [https://bodwell.edu/r\\_smith/Images/Ch4Notes2.pdf](https://bodwell.edu/r_smith/Images/Ch4Notes2.pdf)
5. <https://www.history.com/topics/world-war-ii/world-war-ii-history>

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine the condition of Europe on the Eve of World War I.
CO 2	Examine the cause, course and consequence of World War I.
CO 3	Recognizes the position of Europe between the Wars.
CO 4	Comprehends the Rise of Dictatorship.
CO 5	Explores the effects of World War II in Europe.

### **Mapping of CO with PSO:**

<b>CO / PSO</b>	<b>PSO 1</b>	<b>PSO 2</b>	<b>PSO 3</b>	<b>PSO 4</b>	<b>PSO 5</b>	<b>PSO 6</b>
<b>CO 1</b>	3	3	1	3	3	2
<b>CO 2</b>	3	3	1	3	3	2
<b>CO 3</b>	3	3	1	3	3	3
<b>CO 4</b>	3	3	1	3	3	3
<b>CO 5</b>	3	3	1	3	3	2
<b>Average</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2.4</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

**QUESTION PAPER PATTERN  
END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

**SEMESTER VI  
HISTORY OF USA**

**TOTAL HOURS: 90 COURSE CODE: HS18/6C/HUS  
CREDIT: 4 L-T-P: 4 20**

**COURSE OBJECTIVES:**

To enable the students to

1. assess the evolution of American history.
2. analyse the dynamics of multicultural society.
3. study the varied paradigms of America.
4. investigate the economic growth and development of USA.
5. critically evaluate the role of USA played in the world wars.

**COURSE OUTLINE:**

**UNIT –1 Colonisation and Liberation**

- 1.1 Discovery and Colonisation of America - Christopher Columbus- Early Settlements
- 1.2 New England Colonies - Connecticut - Rhode Island - Massachusetts
- 1.3 American War of Independence – Causes and Consequences

**UNIT - 2 Industrial development and progressive movement**

- 2.1 Factors responsible for industrial development – Labour Movement
- 2.2 Rise of Big business and its impact – Agricultural Boom and its effects
- 2.3 Progressive Movement - Theodore Roosevelt - William Howard Taft – Woodrow Wilson.

### **UNIT - 3 USA and World War I**

- 3.1 America in First World War- Belligerency to War-Treaty and the League
- 3.2 American Expansion and Imperialism-Factors responsible for American Expansionism and Imperialism
- 3.3 U.S Foreign relations - Big Stick Diplomacy - Dollar Diplomacy -Pacific and Europe

### **UNIT - 4 Normalcy and Inter-war Period**

**20 Hrs**

- 4.1 Causes for the Great Economic Depression
- 4.2 Hoover - Hoover Moratorium
- 4.3 Franklin D. Roosevelt - New Deal

### **UNIT - 5 United States and World War II**

**20 Hrs**

- 5.1 Role of US in Second World War
- 5.2 Peace Conferences - Atlantic Charter - Conference of Casablanca - Moscow Conference - Yalta Conference - Potsdam Conference- San Francisco Conference
- 5.3 Appeasement- USA and the UN- Planning a New World Order

### **RECOMMENDED BOOKS:**

1. Brands, H.W., **American Dreams: The United States Since 1945**, (Penguin Press, United Kingdom, 2010).
2. James West Davidson, **Nations of Nation, Volume Two: Since 1865**, (McGraw Hill, New York, 1994).
3. Richard, **American History since the Civil War**, (Little Brown, United Kingdom, 1965).

### **BOOKS FOR REFERENCE:**

1. Alan Brinkley, **America in Modern Times since 1890**, (McGraw Hill, New York, 1986).
2. Allen Brinkley, **American History- A Survey, Vol.11: Since 1865**, (McGraw Hill, New York, 1991).
3. Anthony J. Badge, **The New Deal; The Depression Years 1933-1940**, (1990).
4. David Goldfield, **The American Journey: A History of the United States Combined Edition**, (Prentice Hall, New Jersey, 1998).
5. David, C, **Whitney, The American Presidents**, (The Readers Digest Association, 1993).
6. Howard Zinn, **A People's History of the United States**, (Pan Macmillan, 23-Oct-2014).
7. James West Davidson, **Nations of Nation, Volume Two: Since 1865**, (McGraw Hill, New York, 1994).
8. Sivachyov, N., Yazkov, E., **History of the USA Since World War 1**, (Progress Publishers, New Delhi, 1976).
9. Tindal, **America, Volume Two**, (W. N. Nortan &Company, New York, 1984).
10. William H. Chafe, **The Unfinished Journey: America Since World War 11**, (Oxford University Press, London, 1995).

## JOURNALS:

1. **Journal of Early American History**, Netherland: Brill Publisher, ISSN: 1877 0223.
2. **American Research Journal of History and Culture**, USA, ISSN: 2379-2914.

## E-LEARNING RESOURCES:

1. <https://www.usa.gov/history>
2. <https://www.theusaonline.com/history/industrialization.htm>
3. <https://www.history.com/topics/world-war-i/u-s-entry-into-world-war-i-1>
4. <http://www.localhistories.org/america.html>
5. <https://www.britannica.com/place/United-States/World-War-II>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the Colonisation and Liberation of USA.
CO 2	Examine the Industrial development and progressive movement.
CO 3	Recognises the role of USA in World War I.
CO 4	Comprehends Normalcy and Inter-war Period.
CO 5	Explores the effects of World War II in USA.

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	1	1	3	2
CO 2	3	3	1	1	3	2
CO 3	3	3	1	2	3	3
CO 4	3	3	1	1	3	3

<b>CO 5</b>	3	2	1	2	3	3
<b>Average</b>	<b>3</b>	<b>2.8</b>	<b>1</b>	<b>1.4</b>	<b>3</b>	<b>2.6</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

### **TEACHING METHODOLOGY:**

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

### **QUESTION PAPER PATTERN**

#### **END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

## **SEMESTER VI CONTEMPORARY TAMIL NADU**

**TOTAL HOURS: 90 COURSE CODE: HS18/6C/CTN**

**CREDIT: 4**

**L-T-P: 4 20**

### **COURSE OBJECTIVES:**

To enable the students to

1. analyse the chronological sequence of the History of Tamil Nadu.
2. identify the importance of regional history.
3. study the genesis and role of political parties in Tamil Nadu.
4. critically evaluate the policies introduced by each Prime Minister and its effects on the development of India.
5. highlight the social, political, economic and cultural developments of Tamil Nadu.

### **COURSE OUTLINE:**

**UNIT 1 Sources for Contemporary Tamil Nadu**

**20 Hrs**

- 1.1 Sources of Tamil Nadu  
 1.2 Archival – Government Coins – Commemorative Tablets  
 1.3 Literary – Media – Oral History
- UNIT 2 Political History of Tamil Nadu 20 Hrs**
- 2.1 Policy – Congress Party – K. Kamaraj, M. Bhakthavatsalam, Rajaji– Swatantra Party  
 2.2 Dravidian Parties – DMK- C.N. Annadurai – Emergence of ADMK – M.G. Ramachandran - Rise of J.Jayalalitha  
 2.3 Centre – State – Relations – MDMK – PMK – Dalit Political Parties
- UNIT 3 Socio Cultural History of Tamil Nadu 15 Hrs**
- 3.1 Society – E.V.R. Periyar– Campaign against Caste and Superstitious beliefs  
 3.2 Education and Empowerment – Technical Education – Development in Science and Technology  
 3.3 Empowerment of Women – Self Help Groups – Social Legislations – Legal Protection – Public Health
- UNIT 4 Economic History of Tamil Nadu 20 Hrs**
- 4.1 Economy – Agrarian Conditions – Irrigation – Industrialization  
 4.2 Tamil Nadu Industrial Development Corporation- Department of Handlooms and Textiles  
 4.3 Labour Legislations – Liberalism – Information Technology
- UNIT 5 Culture of Tamil Nadu 15 Hrs**
- 5.1 Paintings – Cholamandalam– Dance – Bharatanatyam - Kalakshetra  
 5.2 Music – Music Sabhas – Tamil Isai Sangam — Films - Studios  
 5.3 Drama - Koothupattarai - Festivals - Kanduri Festival of Nagore – Velankanni

#### **RECOMMENDED BOOKS:**

1. Devanesan,A., **History of Tamil Nadu Upto 1995 AD**, (Renu Publications, Tamil Nadu 1997).
2. Ma. Po.Si, **History of Freedom Movement in Tamil Nadu**, (Tamil University, Tanjavur, 1988).
3. Irschick, Eugene .F.,**Politics and Social Conflicts in South India – The Non Brahmin Movement and Tamil Separatism**,(University of California, 1969).

#### **BOOKS FOR REFERENCE:**

1. Arurran N.K. – **Tamil Renaissance and Dravidian Nationalism**, (University of Michigan, 1980).
2. Baker. C. J. and Washbrook. D.A.,**South Indian Political Institutions and Political Change**, (New york, 1989).
3. Hardgrave, R, **The Dravidian Movement**, (Manohar Publications, New Delhi, 1970).
4. Krishnamurthy, K, **History of Tamil Nadu**, (Tamil Nadu, 1989).
5. Mangala Murugesan, N.K., **Self respect Movement in Tamil Nadu**, (Kood I Publishers, 1979).



6. Pillay, K.K., **History of Tamil Nadu**, (Mukil E Publishing And Solutions Private Limited, 2015)
7. Rajayyan, **History of Tamil Nadu**, (Raj Publishers, 1982).
8. Srinivasachari , C.S., **Social and religious Movement**, (Madras, 1939).
9. Subramanian, N, **History of Tamil Nadu**, Vol. I & II, (Koodal publishers, Madurai,2002).
10. Sundralingam, **Politics and Nationalism Awakening in South India 1852-1891**, (Rawat Publications, Jaipur, 1980).

### **JOURNALS:**

1. **Indian Journal of History of Science (IJHS)**, Delhi: Indian National Science Academy, BNISI 23 (1963).
2. **South Indian History Congress**, Kerala: University of Kerala, ISSN: 2229-3671.

### **E-LEARNING RESOURCES:**

1. <https://www.msuniv.ac.in/Download/Pdf/1f609326fa7146b>
2. <https://www.gktoday.in/gk/fact-sheet-dravidian-movement>
3. [https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And-Cultural-History-Of-Tamil-Nadu_djvu.txt)
4. <https://www.mapsofindia.com/tamilnadu/economy.html>
5. <http://www.bharatonline.com/tamilnadu/tamilnadu-culture.html>

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine the Sources for Contemporary Tamil Nadu.
CO 2	Examine the development in the Political History of Tamil Nadu.
CO 3	Recognizes the Socio Cultural History of Tamil Nadu.
CO 4	Comprehends the Economic History of Tamil Nadu.
CO 5	Explores the Culture of Tamil Nadu.

### **Mapping of CO with PSO:**

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	2	3	3
CO 2	3	3	3	2	3	3
CO 3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3
CO 5	3	3	3	3	3	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2.6</b>	<b>3</b>	<b>3</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

### TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

### QUESTION PAPER PATTERN

#### END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 10 x 2 Marks	50	20	100	
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

## SEMESTER VI WOMEN'S STUDIES

**TOTAL HOURS: 90 COURSE CODE: HS18/6C/WSS**

**CREDIT: 4**

**L-T-P: 4 20**

### COURSE OBJECTIVES:

To enable the students to

1. learn the purpose of women studies.
2. critically evaluate the reforms brought out for the uplift of women.
3. enable and analyse the position of women in the modern society.
4. encourage women to take up important positions for the betterment of society.

5. create awareness about women rights.

## **COURSE OUTLINE:**

<b>UNIT - 1</b>	<b>Concept and Principles</b>	<b>15 Hrs</b>
1.1	Need and scope of women studies	
1.2	Gender and Sex- Biological determinism- Sexual Stereotyping - Socialisation- Patriarchy- Male Gaze-Glass Ceiling Gender Discrimination and social status of women	
1.3	Violence against women-Crimes against women	
<b>UNIT – 2</b>	<b>Women’s Movements</b>	<b>20Hrs</b>
2.1	Women’s Movement in the West-Seneca Falls Convention-Declaration of Sentiments	
2.2	Suffragette Movement-Women in Politics - CEDAW-Beijing Conference	
2.3	Women’s Movement in India-Social Reformers-Ram Mohan Roy Savithriba Phule- Women in the National Movement Post-Independence Women’s Movements	
<b>UNIT - 3</b>	<b>Women and the Law</b>	<b>20 Hrs</b>
3.1	Colonial Legal System and the Position of Women	
3.2	Social Legislations for Women-Sati Prevention- Widow Remarriage-Female Infanticide-Child Marriage Restraint	
3.3	Personal Laws-Marriage- Divorce-Adoption -Equal Right to Property Sex Selective Abortions-Child Sex Ratio -Domestic Violence Dowry Prohibition- Trafficking In Women	
<b>UNIT – 4</b>	<b>Women in public life</b>	<b>20 Hrs</b>
4.1	Women in Politics - Indra Gandhi – Mamata Banerjee- Administration - Kiran Bedi- Anna Rajam Malhotra - Punita Arora - Business - Indra Nooyi	
4.2	Women in Media and Arts - Barkha Dutt - B.R.Vijayalakshmi - M.S.Subbulakshmi - Nandita Das - Anita Desai - Arundhati Roy	
4.3	Women in Sports - Mary Kom - Mithali Raj - P.V.Sindhu - Dipika Pallikal	
<b>UNIT – 5</b>	<b>Women’s Rights</b>	<b>15 Hrs</b>
5.1	Indian Constitution – Provisions Related to Women - Need for Reservation in the Parliament	
5.2	Labour Laws – ILO Conventions related to Women Equal Pay for Equal Work – Maternity Benefit Act	
5.3	Women Issues – Health – Nutrition – HIV /AIDS	

## **RECOMMENDED BOOKS:**

1. Haksar ,**Demystification of Law for Women**, (Lancer Press, 1986).
2. Sonia Bathla,**Women, Democracy and the Media**, (SAGE Publications, 1998).
3. Srinivas, **Status of Women**, (Oxford Press, New Delhi,1981)

## **BOOKS FOR REFERENCE:**

1. Aftab Alam, **Human Rights Issues and Challenges**, (Raj Publications, 2000).

2. Ashine Roy, **Human Rights of Women**, (Rajat Publications, New Delhi, 2003).
3. Elizabeth Bumillre, **May You be the mother of hundred sons**, (Penguin Books, 1991).
4. Geraldine Forbes, **Women in Modern India**, (Cambridge University Press, 1991).
5. Jayapalan, D, **Human Rights**, (Atlantic Publishers and Distributors, 1999).
6. Konayainal Motilal Kapadia, **Family And Marriage In India**, (Oxford University Press, 1984).
7. Mehertaj Begum,S, Dr., **Human Rights In India, Issues And Perspectives**, (APH Publishing, 2000).
8. Naorem Sanajaoba, **Human Rights, Principles, Practices and Abuses**, (Omsons Publications, 1994).
9. Nayar, Sushila and Kamala Manekekar, **Women Pioneers of India's Renaissance**, (National Book Trust, New Delhi, 2002).
10. Rama Mehta, **Socio-legal, Status of Women in India**, (Mittal Publications, New Delhi, 1987).

### **JOURNALS:**

1. **Indian Journal of Gender Studies**, Delhi: Sage Publication ISSN Number, 0971-5215.
2. **Journal for Gender Studies** ,UK:Taylor & Francis,ISSN: 1465-3869.

### **E-LEARNING RESOURCES:**

1. [https://shodhganga.inflibnet.ac.in/bitstream/10603/118048/13/13\\_chapter%203.pdf](https://shodhganga.inflibnet.ac.in/bitstream/10603/118048/13/13_chapter%203.pdf)
2. <https://courses.lumenlearning.com/alamo-sociology/chapter/reading-the-womens-movement/>
3. [http://www.legalserviceindia.com/laws/women\\_issues.htm](http://www.legalserviceindia.com/laws/women_issues.htm)
4. <https://www.encyclopedia.com/history/dictionaries-thesauruses-pictures-and-press-releases/women-public-life-business-and-professions>
5. [https://www.iitk.ac.in/wc/data/Majlis\\_Legal-rights-of-women.pdf](https://www.iitk.ac.in/wc/data/Majlis_Legal-rights-of-women.pdf)

### **COURSE OUTCOMES:**

<b>CO No.</b>	<b>CO Statement</b>
CO 1	Analyse and examine the Concept and Principles of Women Studies.

CO 2	Examine the rise of Women's Movements.
CO 3	Recognises the relation between Women and the Law.
CO 4	Comprehends the Women in public life.
CO 5	Explores the Rights for Women in Indian Constitution.

### Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	2	3	2	1	3	3
CO 2	2	3	2	1	3	3
CO 3	3	2	3	1	3	3
CO 4	2	2	2	1	3	3
CO 5	2	2	3	1	3	3
<b>Average</b>	<b>2.2</b>	<b>2.4</b>	<b>2.4</b>	<b>1</b>	<b>3</b>	<b>3</b>

**KEY:** Strongly Correlated-3; Moderately Correlated-2; Weakly Correlated-1; No Correlation-0

### TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.

### QUESTION PAPER PATTERN

#### END SEMESTER EXAMINATION:

Knowledge Level	Section	Word Limit	Marks	Total	Special Instructions if any
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		

**SEMESTER VI  
ELECTIVE - III  
SOCIO-CULTURAL HISTORY OF CHENNAI**

**TOTAL HOURS: 90 COURSE CODE: HS18/6E/SCC**  
**CREDIT: 5L-T-P: 4 20**

### **COURSE OBJECTIVES:**

To enable the students to

1. become aware of the socio political and cultural developments of the city.
2. stimulate the sense of belonging for the betterment of the city.
3. co-relate the different monuments and their role in the history of the city.
4. acquire the knowledge about the growth of the Chennai city.
5. trace the transformation from Madraspatnam to Chennai.

### **COURSE OUTLINE:**

<b>UNIT - 1</b>	<b>Historical background</b>	<b>15 hrs</b>
1.1	Origin and Growth - Madraspatanam	
1.2	Coming of Europeans- Establishment of Madras Presidency	
1.3	British Colonial Governors- Elihu Yale - Thomas Munro	
<b>UNIT - 2</b>	<b>Distinct Art and Culture of Chennai</b>	<b>15 hrs</b>
2.1	Population- Native Tamilians- Descendants of settlers	
2.2	Performing Arts - Music- music season- Madras Youth Choir- Dance - Bharathanatyam- Kalakshetra - Drama- Famous theatre personalities - Pammal Sambandha Mudaliyar- Cho Ramasamy- Indra Parthasarathy	
2.3	Museums and Art Galleries - Government Museum - National Art Gallery - Fort Museum	
<b>UNIT - 3</b>	<b>Architecture of Chennai</b>	<b>15 hrs</b>
3.1	Hindu - Islamic- Gothic styles- Indo- Saracenic	
3.2	Madras HighCourt- Southern Railway Headquarters- Rippon Building - University of Madras - Amir Mahal	
3.3	Heritage structures in Chennai	
<b>UNIT - 4</b>	<b>Tourism and Recreation in Chennai</b>	<b>15 hrs</b>
4.1	Tourism and Hospitality- World Heritage site of Mahabalipuram - Marina the Second Largest Urban Beach in the World	
4.2	Cinema- Kollywood- Film soundtracks - Movie Fairs	
4.3	Parks and shopping- Madras Crocodile Bank Trust - Aringar Anna Zoological Park- Guindy National Park - Spencer plaza- Express Avenue - Vijaya Forum Mall	
<b>UNIT - 5</b>	<b>Food and Health care in Chennai</b>	<b>15 hrs</b>
5.1	Traditional and street food of Chennai	
5.2	World class medical facilities- Government aided Hospitals- General Hospital, Adyar Cancer Institute, TB Sanatorium, National Institute of Siddha	
5.3	Major Hospitals in Chennai- Private Sector - Appollo Hospitals - MIOT	

## RECOMMENDED BOOKS:

1. Glyn Barlow, **The Story of Madras**, (Hardpress Publishing,2016).
2. Muthiah.S., **Madras Rediscovered**, (East-West PressNew Delhi, 1987)
3. Ramaswami N S, **The Founding of Madras**, (Orient Longman, Madras 1977)

## BOOKS FOR REFERENCE:

1. Bhaskaran Theodore **The Eye of the Serpent: An Introduction to Tamil Cinema** (Tranqobar, Chennai, 2013)
2. Krishna T M **A Southern Music:The Karnatik Story** (Harper Collins,Chennai 2013)
3. Lakshmanan Nirmala, **Degree Coffee by the Yard: A Short Biography of Madras** (Aleph Book company 2013)
4. Love, Henry Davison. **Vestiges of Old Madras**, John Murray Publishers, London, Government of India, 1911
5. Muthiah S **A Madras Miscellany**, (East West ,Chennai, 2011)
6. Muthiah S **Tales of Old and New Madras** (East West ,Chennai, 2011)
7. Muthiah.S., **Madras Discovered**, (Affiliated East West Press, Madras 1992)
8. Penny, Fanny Emily, **Fort St George**, (Neha Publishers, 2008)
9. Srinivasachariar C **SHistory of the City of Madras**, (P Varadhachari Co, Madras 1989)
10. Wheeler Talboys J **Madras in the Olden Time: Being a history of the Presidency**, (Bibliolife, 2009)

## JOURNALS:

1. **Roots: International Journal of Multidisciplinary Researches**, Madurai: Center for Resource, Research & Publication Services, ISSN: 2349-8684.
2. **PILC Journal of Dravidic Studies**, Pondicherry: Pondicherry Institute of Linguistic and Culture, ISSN: 0971-0957.

## E-LEARNING RESOURCES:

1. <https://www.hinduwebsite.com/history/early-history-of-Madras-now-known-as-Chennai.asp>
2. <https://www.chennaionline.in/city-guide/art-and-culture-in-chennai>
3. <https://theculturetrip.com/asia/india/articles/the-most-impressive-architectural-landmarks-in-chennai/>
4. <http://www.tamilnadutourism.org/places/citiestowns/chennai.aspx>
5. <https://theculturetrip.com/asia/india/articles/the-best-street-food-markets-in-chennai-india/>

## COURSE OUTCOMES:

CO No.	CO Statement
CO 1	Analyse and examine the Origin and Growth of Madraspatanam.
CO 2	Examine the Distinct Art and Culture of Chennai.
CO 3	Recognises the uniqueness of the Architecture of Chennai.
CO 4	Comprehends Tourism and Recreation in Chennai.
CO 5	Explores the effectiveness of Food and Health care in Chennai.

## Mapping of CO with PSO:

CO / PSO	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6
CO 1	3	3	3	3	3	3
CO 2	3	3	3	3	3	3
CO 3	3	3	3	3	3	3
CO 4	3	3	3	3	3	3
CO 5	3	3	3	3	3	3
<b>Average</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>

**KEY:** Strongly Corelated-3; Moderately Corelated-2; Weakly Corelated-1; No Corelation-0

## TEACHING METHODOLOGY:

Lecture (Chalk and Talk-LCD), Flipped Learning/Blended Classroom-E Content, Videos, Group Discussion-Role Modeling, Quiz-Seminar, Peer Learning, Field Visits, Self-Study Papers.



**QUESTION PAPER PATTERN  
END SEMESTER EXAMINATION:**

<b>Knowledge Level</b>	<b>Section</b>	<b>Word Limit</b>	<b>Marks</b>	<b>Total</b>	<b>Special Instructions if any</b>
K1	A – 10 x 2 Marks	50	20	100	-
K1, K2	B – 5/8 x 8 Marks	300	40		
K2, K3	C – 2/4x 20 Marks	1200	40		