

LEARNING OUTCOMES BASED CURRICULUM FRAME WORK (LOCF) FOR POSTGRADUATE PROGRAMMES

(With effect from 2022-23)

M. A History
Department of History



LOYOLA COLLEGE (AUTONOMOUS)

CHENNAI 600034

PREFACE

History is the study of the human past for a better understanding of the present and a guide to the future. History is the narration and interpretation of the Past. Historical knowledge enables us to think critically about major issues. It deals with the evolution of human civilization, the socio-cultural and political structures. Presently, the study of history is more scientific in approach, involving technology driven sources collection and application of scientific and analytical approach in explanation.

The undergraduate History programme at Loyola empowers the students to combine analytical rigor with curiosity, and develop an appetite for solving complex problems in service of the society. The learning outcome-based curriculum framework for a B.A. degree in History is designed to enable students to be better equipped in the art of understanding and interpreting history. It is expected that this framework would assist in maintaining the standard of the History programme by reviewing and revising a broad framework of agreed expected graduate attributes, qualification descriptors, Programme learning outcomes (POs) and Course learning outcomes (COs).

The course covers the study of human civilization down the ages encompassing major aspects of National and global history. It also offers an insight into regional history, local history, emergence of political thoughts and understanding the subaltern approach to history. The Learning Outcomes based approach to Curriculum Planning will facilitate the terms of understanding the concepts, evolution of ideologies and applying the knowledge gained to analyze the present situation so as to find practical solutions for a better tomorrow.

The course is designed to engage the mind and imagination of the students, by introducing them to various cultures, to help them acquire historical knowledge and critical thinking, reading, writing and research skills. These in turn would enable them to understand the factors that affect the development of a civilization as well as appreciate diversity and pluralism.

These courses will provide a good platform for students to venture into multifarious careers such as historians, archaeologists, curators, archivists, civil servants, public leaders, social workers, entrepreneurs, teachers and researchers. The course lays emphasis on an interdisciplinary approach to the study of history and the same is brought to students in the form of ancillary papers.

In addition, the course also provides skill-based papers which are coupled with internship programmes. The department ensures a strong institution-industry connect which facilitates the students to gain good exposure and acquire entrepreneurial and employability skills.

The curriculum, teaching pedagogy and assessment methods are assigned with appropriate cognitive levels as per BLOOM's Taxonomy. The OBE based evaluation methods will pave way for the assessment of cognitive levels of the students and evaluate the expected course outcome attainment.

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VISION AND MISSION OF LOYOLA COLLEGE

VISION

- Towards holistic formation of youth, grounded in excellence, through accompaniment to serve the humanity.

MISSION

- To provide inclusive education through an integral and holistic formative pedagogy.
- To promote skills that prepare them for the future.
- To kindle in young minds the spirit of social and environmental justice with a blend of academic excellence and empathy.
- To stimulate critical and conscientious scholarship leading to meaningful and innovative human Capital.

CORE VALUES

- Cura Personalist
- Pursuit of Excellence
- Moral Rectitude
- Social Equity
- Fostering solidarity
- Global Vision
- Spiritual Quotient

VISION AND MISSION OF DEPARTMENT OF HISTORY

VISION

The Department aspires to develop human resources with multi-disciplinary ethics and moral values, research culture and leadership qualities through intellectual inquiry, community engagement and an appreciation for diversity.

MISSION

To impart value-oriented education and skill-based training that foster leadership traits of the learners, thus generating sustainable development, social harmony and peace.

PROGRAMME EDUCATION OBJECTIVES (PEOs)

PEO1: To identify, evaluate, compare and synthesise theories, major qualitative and quantitative concepts and mechanisms, pertaining to social sciences.

PEO2: To engage in critical thinking and apply scientific method to assess and analyse socio-economic and political challenges faced by the society

PEO3: To apply appropriate methods/ technique in analysing, explaining, and documenting social issues for better understanding contemporary society

PEO4: To discuss, understand and appraise ethical standards in theory and practice of social sciences.

PEO5: To effectively communicate in oral and written modes in professional and academic settings;

PEO6: To assess the impact of ecological imbalance and appreciate sustainable development.

PROGRAMME OUTCOMES (POs)

PO1: Students will apply the knowledge of the respective domain of knowledge and specialization to the solution of complex problems in professional, social and personal life.

PO2: Develop a multidisciplinary perspective and contribute to the knowledge capital of the world in general and the country in particular.

PO3: Acquire communication and presentation skills and become employable in the job market.

PO4: Critically review research literature and pursue socially relevant research to solve problems with sustainable approach and create new knowledge in their respective domain

PO5: Develop sensitivity for social issues and become proactive citizens

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PSO1: Understand the interconnectedness of our present with the past.

PSO2: Familiarize with multiple perspectives of the past through different approaches of Historians.

PSO3: Evaluate the complex narrative of history with unbiased alignment and ideological orientation.

PSO4: Construct original historical arguments based on primary or secondary source material.

PSO5: Acquire basic historical research skills, including, effective use of libraries, archives, and databases.

PSO6: Develop highly transferrable skills through arguments that are clear, concise and creative

PSO7: Equip the students to create a just, equitable and sustainable society.

PG RESTRUCTURING – 2022 (2022-23 Batch onwards)

M.A. History

PART	SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
MAJOR CORE (MC)	Socio-economic and cultural history of Ancient India (6h/6c) World History (6h/6c) History of South India (6h/6c) Principles and methods of archaeology (6h/6c) Modern Indian Historiography (6h/4c)	Research Methodology (6h/5c) Socio-economic history of medieval India (6h/5c) Archival Management (6h/5c) New world order: Perspectives and challenges (5h/3c)	Modern Indian History (5h/5c) Labour and peasant movement in India (5h/5c) Socio-Economic and cultural history of Modern Tamil Nadu (Since 1800 CE) (5h/5c) History of Indigenous technologies of India (5h/3h)	Indian Foreign Policy: Fundamental Principles and current priorities (5h/5c) Contemporary India (5h/5c) Human Rights in historical perspective (5h/4c) History of the marginalized: A subaltern perspective (5h/3c)
SUBJECT ELECTIVE (SE)	-----	Indian Intellectual Thought (4h/2c)	Economic history of Modern India (1757 – 1947) (4h/2c)	-----
INTER-DISCIPLINARY (ID)	-----	-----	History of Women Development (6h/3c)	-----
SELF-STUDY / ONLINE COURSES (SSC)	-----	-----	-----	-----
SOFT SKILLS (SS)	-----	Subject offered by School of	Subject offered by School of Human Excellence (2h/1c) #	-----

		Human Excellence (2h/1c) #		
CROSS-DISCIPLINARY COURSES (CD)	-----	History of Environment in India (3h/1c) Glimpses of World History (3h/1c)	-----	-----
VALUE – ADDED COURSES (VA)	-----	-----	Public Administration (2h/1c)#	-----
SUMMER INTERNSHIP (SI)	-----	Summer 3 to 4 weeks (1c) #	-----	-----
SERVICE LEARNING (SL)	-----	-----	LEAP (120h/1c) #	-----
PROJECT	-----	-----	-----	Project & Dissertation (10h/3c)
TOTAL	(30H/28C)	(30H/21C) +(2H/1C) +(4W/1C) +(2H/2C)	(30H/23C) +(4h/2c) +(120H/1C)	(30H/20C)
CREDITS ALLOCATED	28	23 + 2 (Additional)	26	20

(2022 – Restructured Curriculum)
M.A. HISTORY– OVERALL COURSE STRUCTURE

Sem .	Sub. Code	Course Title	T/L/P	Category *	Hours	Credit
I	PHT1MC01	Socio-economic and cultural History of Ancient India	T	MC	6	6
I	PHT1MC02	World History	T	MC	6	6
I	PHT1MC03	History of South India	T	MC	6	6
I	PHT1MC04	Principles and methods of Archaeology	T	MC	6	6
I	PHT1MC05	Modern Indian Historiography	T	MC	6	4
II	PHT2MC01	Research Methodology	T	MC	6	5
II	PHT2MC02	Socio-Economic History of Medieval India	T	MC	6	5
II	PHT2MC03	Archival Management	T	MC	6	5
II	PHT2MC04	New World Order: Perspectives and Challenges	T	MC	5	3
II	PHT2ME01	Indian Intellectual Thought	T	ME	4	2
II	PHT2CD01	History of Environment in India	T	CD	3	1
II	PHT2CD02	Glimpses of the World History	T	CD	3	1
II	PHT2SI01	Summer Internship	T	SI	3 to 4 Week	1

III	PHT3MC01	Modern Indian History	T	MC	5	5
III	PHT3MC02	History of Labour and Peasant Movement in India	T	MC	5	5
III	PHT3MC03	Socio-Economic and Cultural History of Modern Tamil Nadu (Since 1800 CE)	T	MC	5	5
III	PHT3MC04	History of Indigenous Technologies of India	P	MC	5	3
III	PHT3ME01	Economic History of Modern India (1757 – 1947)	T	ME	4	2
III	PHT3ID01	History of Women Development	T	ID	6	3
III	PHT3VA01	Public Administration	T	VA	2	1
IV	PHT4MC01	Indian Foreign Policy: Fundamental Principles and Current Priorities	T	MC	5	5
IV	PHT4MC02	Contemporary India	T	MC	5	5
IV	PHT4MC03	Human Rights in a historical perspective	T	MC	5	4
IV	PHT4MC03	History of the Marginalised: A Subaltern perspective	T	MC	5	3
IV	PST4PD01	Project & Dissertation	P	PD	10	3

Course Code	PHT1MC01
Course Title	SOCIO ECONOMIC AND CULTURAL HISTORY OF ANCIENT INDIA
Credits	6
Hours/Week	6
Category	MC
Semester	I
Regulation	2022
Course Overview	
<ol style="list-style-type: none"> 1. To provide an overview of Socio Economical history of Ancient India 2. The Course will trace how the Aryans established themselves as a prominent power in Ancient India 3. The course will highlight the causes for the native resistance against the Foreign Invaders 4. The course will analyze, the impact of Mauryan and Gupta Dynasty on Ancient Indian Economy 5. The course will examine the various eastern religious ideology and its impact on society 	
Course Objectives	
<ol style="list-style-type: none"> 1. The aim of the course is to introduce the History of Modern Tamil Nadu 2. To help the student to understand evolution of Civilization and Aryan invasion in India 3. Evaluate the context of Social, Political Economical and cultural history of ancient India in the different dynasty 4. To synthesis the cultural past of the ordinary people's and their development in the local level 5. Analyze the various event that changed entire history of Ancient India 	
Prerequisites	Basic knowledge of Modern Tamil Nadu history

SYLLABUS

Unit	Content	Hrs	Cos	Cognitive Level
I	Historiography and Sources: Sources for the study of Ancient Indian History, Primary and Secondary Sources - Literary/written sources and Material-Archaeological sources- Emergence of Civilizations- IVC and Aryans- Assessing the Mauryan legacy -Going beyond the stereotypes of 'Dark Ages' and the 'Golden Ages'- Myth	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	State Formation in Ancient India: Sources, Concept and origin of State- Its nature, aims and functions- Organic unity of the State/Saptang. - The Kingship- Theocratic ideas of Monarch-political and administrative structures-Republics: Dharma and Jurisprudence- Judicial system, Organization of Judicial Department- State income and expenditure, taxation etc.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Social and Religious Structure: Varna, jati, gender- the idea of varna-samskara- Marriage and family life, Position of Women- Slavery System -Education system in Ancient India-Gurukul System-Women education- Buddhist centres of education- Religious doctrine and practice-- Vedic religion- rise and growth of Vaishnavism, Shaivism, Shaktism and other minor sects -Doctrine of Buddhism and Jainism	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Changing in the Economic Processes: Proliferation of the state society- agrarian structures- Urbanization and urban developments- money, crafts and guilds- trading centers and trade routes-Barter system-coined money- trade within the subcontinent and long-distance trade	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Art and Architecture and Literature: Religious architecture and sculpture--forms and patronage; early Hindu temples- Nagara and Dravida style- Buddhist Stupas- Buddhist and Jaina Cave shrines; Gandhara and Mathura	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

	schools of sculpture- Literary and technical works in Prakrit, Sanskrit and Tamil.			
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Text Books

1. Sharma, R.S., Perspective in Social and Economic History of Ancient India. Munshiram Manoharlal, Delhi, 2003.
2. Singh, Upinder, A History of Ancient and early medieval India from the Stone Age to the 12th Century. Pearson Longman, Delhi, 2009.
3. Basham A.L., The Wonder That Was India, New York, 1954
4. Chopra, Puri & Das., Social, Cultural and Economic History of India Vol-I & II,
5. Thapar, Romila., 1984. Early India: From the Origins to AD 1300. University of California Press, Berkeley, 2002.

Suggested Readings

1. Thapar, Romila, From Lineage to State: Social Formations in the Mid-First Millennium BCE in the Ganga Valley. Oxford University Press, Delhi, 1984.
2. Sahu B.P. Iron and Social Change in Early India. New Delhi: Oxford University Press, 2006.
3. Yamazaki, Gen'ichi, The Structure of Ancient Indian Society: Theory and Reality of the Varna System. Tokyo, Toyo Bunko, 2005.
4. Ancient History of India, D.R .Bhandarkar, Delhi, 1977
5. Basham A.L. Aspects of Ancient Indian Culture, Bombay, 1966.
6. Ghoshal U.N. Studies in Indian History and Culture, Bombay, 1975
7. Thapar, Romila, Ashoka and the Decline of the Mauryas. Oxford University Press, Delhi, 1985.
8. Ray, Himanshu Prabha, The Winds of Change: Buddhism and the Maritime Links of early South Asia, Oxford University Press, New Delhi, 2000.
9. Chakravarti, D.K. The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient Stone Age to AD 13th Century. New Delhi. Oxford University Press, 2006.
10. Roy, Kumkum. Ed. Women in Early Indian Societies, Manohar. Delhi, 2005

Web Resources

1. National Digital Library of India - <https://ndl.iitkgp.ac.in/>
2. <https://www.harappa.com/slideshows>
3. <https://humanjourney.us/ideas-that-shaped-our-modern-world-section/early->

civilizations-harappa/?gclid=Cj0KCOiA3fiPBhCCARIsAFQ8QzU2hJnqrB-WficTyEgCNqA8TvL-qdhd3byWzoenCtCLqQO8RNvI4lYaAgc0EALw_wcB

4. <https://www.learnreligions.com/hinduism-4684846>
5. <http://ww3.indiaheritage.org/?&>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To provide the comprehensive idea about cultural aspects of Ancient India	K1, K2
CO 2	To Sensitize students about Aryan Philosophy, Buddhism and Jainism doctrine and its impact on Indian society	K3
CO 3	Students will imbibe the ideas of Indians resistance again foreign invaders	K4
CO 4	To briefly know about Art and Architecture of ancient Indian history	K5
CO 5	To Understand the reason for creation of various institutions under Mauryas and the Gupta dynasty	K6

COURSE DESCRIPTOR

Course Code	PHT1MC02
Course Title	WORLD HISTORY
Credits	6
Hours/Week	6
Category	MC
Semester	I
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. The aim of the course is to teach about Human Civilization 2. The course will trace Civilizations from different parts of the world 3. The course will analyze the origin of various religion and growth of education system 4. The course will bring out the important events that has impacted the history of the world 5. The course will throw light on the scope and importance of the groupings of different countries 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To understand the evolution of humankind, culture and societies. 2. To assess the contribution of ancient and medieval civilizations to the modern world. 3. To analyse the transition from the old world to modernity. 4. To get knowledge on various revolutions that transformed the world. 5. To study about the concepts of Globalization and Liberalization. 	
Prerequisites	

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Understanding Civilization - Prehistoric Human societies - Invention of fire - Development of the art of writing and painting - Origin and growth of civilizations - River valley Civilizations - Indus - Egypt - Mesopotamian - Sumerian - Classical ancient civilizations - Greece - City states - Rome - Persian - Chinese - Japanese - Maya - Contributions of Ancient civilizations to the Modern World.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Middle Ages - Rise and spread of Christianity and Islam - Byzantine - Saracenic - Feudalism - Implications - Crusades - causes and results - Church - Guild system - Monastic orders in Europe - Growth of Medieval cities - Rise of Universities - Progress of Education - Confucianism - Zoroastrianism.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Renaissance - origin and causes - results - Geographical discoveries of 15th and 16th centuries - Scientific Inventions - Reformation in Europe - Romanticism.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

IV	Revolutions - French - Industrial - Agrarian - Colonialism - Revolutions of 20th century - China - Russia - Latin America.	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Challenges of the 21st century - World and the two wars - League of nations - UNO - Bipolar world - Regional Groupings - Liberalization - Globalization.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Lowe, Norman., Mastering Modern World History, Palgrave Macmillan Publishers, 2020.
2. Tignor, Robert., Adelman, Jeremy., Aron., Stephen., Brown, Peter., Elman, Benjamin., Worlds Together, Worlds Apart: A History of the World from the Beginnings of Humankind to the Present, W.W.Norton & Co, 2011.
3. Sharma, Manoj., History of World Civilization, Anmol Publisher, 2006.
4. Jayapalan, N., History of World Civilisation, Atlantic Publisher, 2021.
5. Wells, H.G., A Short History of the World, Fingerprint Publishing, 2015.
6. Scott, Michael., Ancient Worlds: An Epic History of East and West, 2017.
7. Swain, J.E., A History of World Civilization, S Chand & company, 2000.
8. MacNall Burns, Edward., Lee Ralph, Philip., Lerner.E, Robert., Meacham, Standish., World Civilization: Ancient – vol. A, Goyal Publisher & Distributor pvt. Ltd, 2011.
9. MacNall Burns, Edward., Lee Ralph, Philip., Lerner.E, Robert., Meacham, Standish., World Civilization: Ancient – vol. B, Goyal Publisher & Distributor pvt. Ltd, 2011.
10. MacNall Burns, Edward., Lee Ralph, Philip., Lerner.E, Robert., Meacham, Standish., World Civilization: Ancient – vol. C, Goyal Publisher & Distributor Pvt.

Ltd, 2011.

11. Bowle, John, Man Through the Ages, Weidenfeld and Nicolson, London, 1977.

Suggested Readings

1. Edward Mc Nall Burns, Western Civilisation – Their History and their Culture, W.W. Norton & Company Inc, New York, 1963.
2. Will Durant, The Age of Faith, Simon and Schuster, New York, 1950.
3. Will Durant, The Life of Greece, Simon and Schuster, New York, 1939.
4. Will Durant, The Reformation, Simon and Schuster, New York, 1957.
5. Will Durant, The Renaissance, Simon and Schuster, New York, 1953.
6. T. Walter Wallbank and Alastair M. Taylor., Civilisation – Past and present, Scott, Foresman and Company, Chicago, USA, 1992.
7. Fernand Burnell, A History Civilisation (Translated by Richard) Mayne, Penguin Books, New York, 1993.
8. Margaret L. King, Western Civilisation: A Social and Cultural History, Prentice Hall, New Jersey, 2000.
9. Simon Hornblower and Antony Spawforth, The oxford companion to classical civilisation, The Oxford University Press, Oxford, 1998.
10. B.K. Gokhale, Introduction to Western Civilisation, S. Chand and Company Ltd., New Delhi, 1982.
11. Hause, S. and Maltby, W., The Essentials of Western Civilization, Wadsworth, USA, 2001.

Web Resource

1. https://www.pacc.in/e-learning-portal/ec/admin/contents/44_MHI31_2020121307175048.pdf
2. https://ddceutkal.ac.in/Syllabus/MA_History/Paper_1_Ancient_Civilisations_N.pdf
3. <https://shodhganga.inflibnet.ac.in/>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To highlight the evolution of Human Civilizations across the world	K1, K2
CO 2	To illustrate the nature and characteristics of various societies and their legacy	K3
CO 3	To examine the impact of different religion in Human evolution	K4
CO 4	To inspect the role played by revolutions in transforming the world	K5
CO 5	To identify the challenges and opportunities of the New millennium	K6

Course Code	PHT1MC03
Course Title	HISTORY OF SOUTH INDIA
Credits	6
Hours/Week	6
Category	MC
Semester	I
Regulation	2022
Course Overview	
<p>1.The aim of the course is to understand the Socio- Economic and cultural development of South India.</p> <p>2.The course will trace the evolution of civilizations in ancient and Medieval South India.</p> <p>3.The course will analyze the power struggles existed between various Kingdoms of South India.</p> <p>4.The course will highlight process of the religious formation in South Indian Society.</p> <p>5.The course examines the development of the South Indian Architecture and it historical relevance to the South Indian Society.</p>	
Course Objectives	
<ol style="list-style-type: none"> 1. To understand the region of India, which has often left out or speak less in the conventional mainstream of ‘Indian History’ 2. To expose the students to the scope and potential available in the study of South Indian history. 3. To bring out the various aspects that contributed for the growth of South Indian studies such as archeological excavation, epigraphy, etc. 4. To assess the development of trade and urbanization in the South Indian land scape. 5. To sensitize the students about the process different social formations in the South Indian History. 	
Prerequisites	Basic knowledge of Ancient & Medieval South Indian history

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Geography, Sources and Political Genealogy Defining South Indian Landscape - Language Chronology – Archeological Findings –Literature: Sangam Corpus, bhakti hagiographies and Inscriptions – Political Genealogy of South India from Sangam to Vijayanagar rule.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Socio-Economic formations in Ancient era The five ‘thinai’ concept - Exchange and Transmarine Contacts – Roman Trade – Trade Centers – Features of Social Formation and Transformation– Clan society - Expansion of agriculture – Proliferation of Land Grants – Irrigation and Opening up of river valleys- Chiefdom level polity.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Socio- Economic Transition in Medieval era Transition process from the Ancient to the medieval phase - Changes in the agrarian order – Kaveri-Tanjore Delta – Raichur Doab - Growth of Trade and Urbanization – Functions of Trade Guilds ‘Anjuvannam’, ‘Nanadesi’, ‘Manigramam’ - Debate on the nature of the State – ‘Centralized’, ‘Segmentary’, ‘Feudal’ – Turko – Afghan Elements.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Religious Formations and Transformations Territorial Gods - Influence of Jainism and Buddhism – Emergence of Brahmanical religion - Emergence of <i>jati</i> – Influence of ‘Varnasramadharm’ Paradigm - Origin and growth of Bhakti Movement: Alwars, Nayanmars and Acharyas – Islamic & Christian encounters (Interactions)	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	South Indian Architecture Introduction to South Indian temple Architecture –Vesara, Dravida Styles - From Cave to Structural temples - Temple Architecture of Pallavas, Cholas, Pandyas, Hoysala and Vijayanagar Empires - Islamic Architecture in South India – Gulbarga, Golkonda, Bijapur & Bidar.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

- 1) Karashima, Noboru (ed), *A Concise History of South India: Issues and Interpretations*, Oxford University Press (OUP), 2014.
- 2) Champakalakshmi, R., *Religion, Tradition and Ideology: Pre-Colonial South India* New Delhi: OUP, 2011.
- 3) Sastri. K.A.Nilakanta, *The illustrated History of South India: From Prehistory to the fall of Vijayanagar*, OUP, New Delhi, 2009.
- 4) Karashima, Noboru, *Ancient to Medieval: South Indian Society in Transition*. Oxford University Press (OUP), 2009.
- 5) Nandi, R.N., *State Formation, Agrarian Growth and Social Change in Feudal South India*, Manohar Publication, 2000.
- 7) Pillay, K.K, *Historical Heritage of the Tamils*, MJP Publishers, Triplicane, Chennai.
- 8) Subramanian. N., *History of Tamil Nadu upto 1336 A.D*, Asia Publishing house.

Suggested Readings

- 1) C. Meenakshi., *Administration and Social life under the Pallavas*, University of Madras, 1938.
- 2) Subramanian. N., *Sangam Polity: The Administration and Social Life of the Sangam Tamils*, Asia Publishing House, 1966.
- 3) Pillay, K.K., *A Social History of the Tamils*, University of Madras, 1969.
- 4) Pillay, K.K., *The Caste System in Tamil Nadu*, MJP Publishers, Triplicane, 1973.
- 5) Subbarayalu, Y., *Political Geography of the Chola Country*. Department of Archaeology, Government of Tamilnadu, Madras, 1973.
- 6) Burton Stein, *Peasant State and Society in Medieval South India*, OUP, New Delhi, 1980.
- 7) Arjun Appadurai, *Worship and Conflict under Colonial Rule: A South Indian Case*, Cambridge, 1981
- 8) Michael W. Meister and Dhaky, M.A., *Encyclopedia of Indian Temple Architecture: South India Lower Dravida Desa*, American Institute of Indian Studies, Oxford University Press, Delhi., 1983.
- 9) Shanmugham, P. *The Revenue System of the Cholas*. NS Publishers, Chennai, 1989.
- 10) Stein, Burton. *Vijayanagara*, Cambridge University Press, 1989.
- 11) Champakalakshmi, R. *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*. Delhi: Oxford University Press, 1996.
- 12) Jaiswal, S., *Caste: Origin, Function and Dimensions of Change*, Manohar Publishers, 1998
- 13) Mukhia, Harbns, ed., *The Feudalism Debate*, Manohar, Delhi, 1999.
- 14) Rubies, Jean-Paul, *Travel and Ethnology in the Renaissance: South India through European Eyes*, Cambridge University Press, 2000.
- 15) Chakravarti, Ranabir, ed., *Trade in Early India*, OUP, 2001.
- 16) Nandi, R.N., *State Formation, Agrarian Growth and Social Change in Feudal South India*, Manohar, Delhi, 2001.
- 17) Pollock, Sheldon., *The Language of the Gods in the World of Men: Sanskrit, Culture and*

Power in Premodern India. Delhi: Permanent Black, 2007.

18) Branfoot, Crispin, *Gods on the Move: Architecture and Ritual in the South Indian Temple*, UK: Society for South Asian Studies, 2007.

19) Veluthat, Kesavan., *The Early Medieval in South India*, New Delhi: OUP, 2010.

20) Gurukkal, Rajan., *Social Formations of Early South India*, New Delhi: OUP, 2010.

21) Percy Brown., *Indian Architecture: Hindu and Buddhist Periods*, D.B.Taraporevala's Sons & Pvt.Ltd., Bombay.

22) Percy Brown., *Indian Architecture: Islamic Periods*, D.B.Taraporevala's Sons & Pvt.Ltd., Bombay.

23) Claude Batley: *The Design Development of Indian Architecture*, D.B.Taraporevala's Sons & Pvt.Ltd., Bombay, 1965.

24) Edith Tomory: *History of Fine Arts in India and the West*, Orient Blackswan, 1989.

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand the evolutionary process of South Indian civilization	K1, K2
CO 2	To explain the origin and expansion of various empires in South India	K3
CO 3	To assess the social and religious life of ancient South Indian people	K4
CO 4	To analyze the literary works of various South Indian dynasties	K5
CO 5	To learn about various temple architectural styles such as Dravida and Vesara in South India	K6

COURSE DESCRIPTOR

Course Code	PHT1MC04
Course Title	PRINCIPLES AND METHODS OF ARCHAEOLOGY
Credits	6
Hours/Week	6
Category	MC
Semester	I
Regulation	2022
Course Overview <ol style="list-style-type: none">1. The aim of the course is to give basic knowledge in the field of archaeology2. The course to analyse the history of archaeology in the world.3. Its update the recent archaeological excavations.4. To apply archaeological skills to throw lights and enhance historical research5. The course will provide opportunities in government and private sectors	
Course Objectives <ol style="list-style-type: none">1. To develop the basic knowledge in the discipline of archaeology.2. To trace the history of human cultures in the past through various mediums.3. To understand the different techniques used in Exploration and Excavation4. To analyse the functions of an eminent archaeologists5. To encourage the students to do the research in the field of archaeology	
Prerequisites	Basic knowledge and interest about the archaeology

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Archaeology Definition – Nature and Scope of Archaeology – Significance of Archaeology in Reconstructing History – Kinds of Archaeology: Pre, Proto and Historical Archaeology – Environmental Archaeology – Settlement Archaeology - Cognitive Archaeology – Industrial Archaeology – Underwater Archaeology – Ethnoarchaeology – Linguistic Archaeology – Salvage Archaeology- Archaeology relations with other discipline -Archaeology as a Primary Source	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	World Archaeology History – Greek and Rome– C.J.Thomson and Three age system– Theories - Scientific Outlook – Understanding of our Heritage and Humanism – scientific advancement in exploration- Recent Developments in Archaeology- Famous Archaeologists – Heinrich Schliemann – Pitt Rivers -Flinders Petrie – Gordon Childe- Robert Braidwood	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Archaeology in India Asiatic Society – Sir William Jones – Alexander Cunningham - Archaeological Survey of India – Robert Bruce Foote -Sir John Marshall - Sir Mortimer Wheeler – Development since Independence- Archaeological Sites – Pre- Historic Sites: Pallavaram, Arikamedu, Adichanallur, Athirampakkam, Gudiyam, Sanur, Sawyarpuram, Paiyampalli, New Sites:Mohanur, Kodumanal, Keezhadi	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Techniques and Methods Exploration (Manual and Scientific) – Excavation Techniques – Field survey– Aerial Photography, GIS, GPS, Remote Sensing Excavation Methods– Site	17	CO 1 CO 2 CO 3 CO 4	K1, K2, K3, K4, K5, K6

	Survey - Geophysical Survey – Kinds of Excavation – Vertical Excavation – Horizontal and Burial Excavation -Excavation of a structure - Glacial varve Chronology – Relative Dating – Absolute Dating – Radio Carbon Dating – C12, (C14 Dating) – Dendrochronology – Thermoluminescence – Archaeomagnetism		CO 5	
V	Conservation and Museum Display History of Archaeological Conservation - Ethics of Conservation – Restoration and Preservation - Principles of Conservation of Materials -Chemical methods in preservation and conservation of Artefacts - Museum Display-Role of Staff- Pottery – Chemist – Virtual Museum-Tamil Nadu Ancient Monuments and Archaeological sites and Remains Act 1966 and Rules 1971 - Indian Treasure Trove Act 1878 - The Antiquities and Act Treasures Act 1972- Field visit	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Venkatraman, R., Indian Archaeology - A Survey, Ennes Publications, Udumalpet, 1999.
2. Raman, K.V., Principles and Methods of Archaeology, Chennai, Parthajan Publications, 1998
3. Surendranath, Roy, The Story of Indian Archaeology, Isha Publications, New Delhi, 1961.
4. Dilip Kumar Chakrabarti, The Oxford Companion to Indian Archaeology, Oxford Publication, 2006.
5. James Fergusson, Archaeology in India, Gyan Publishing House, 2020

Suggested Readings

11. Paddayya.K., Essays in History of Archaeology, Themes, Institutions and personalities, ASI, 2013.
12. Sankalia, H.D., New Archaeology – Its scope & Application to India, Phaidon Press, Lucknow, 1974.
13. Dhavalikar.M.K., Socio-Economic Archaeology in India, ASI, 2014.
14. Naveen Vashishta, Principles and Methods of Archaeology, Vikas Publishing House Pvt. Ltd, 2015.
15. Archaeological Survey of India, Archaeological Remains Monuments & Museums (Part I & 11), New Delhi, 1996

16. Dhani, S., Paleography and Development of Archaeology, ASI
17. Gopinath Rao, Indian Iconography, Indological Book House, 1971, Chennai

Web Resources

1. An Encyclopedia of Indian Archaeology
<https://www.indianculture.gov.in/ebooks/encyclopaedia-indian-archaeology>
2. India: its epigraphy, antiquities archaeology, Numismatics and architecture Author: Smith, Vincent A. Burgess, James Fleet, J. F. <https://www.indianculture.gov.in/india-its-epigraphy-antiquities-archaeologynumismatics-and-architecture>
3. Recent Trends in Archaeology - <http://asiegov.gov.in>
4. Recent Excavations in Keezhadi <http://www.asichennai.gov.in/monuments.html>

Course Outcomes (COs)

Cos	CO Description	Cognitive Level
CO 1	To define archaeology and its kinds with other disciplines	K1, K2
CO 2	To analysis the different archaeological theories and its development	K3, K5
CO 3	To identify the value of archaeological remains in the historical perspective	K4. K6
CO 4	To illustrate the role of British and Indian archaeologist	K3, K5
CO 5	To demonstrate knowledge on the archaeological exploration, excavation and conservation	K1, K6

COURSE DESCRIPTOR

Course Code	PHT1MC05
Course Title	MODERN INDIAN HISTORIOGRAPHY
Credits	4
Hours/Week	6
Category	MC
Semester	I
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. History's subject matter is immense, encompassing all of human affairs in the recorded past. 2. Historiography figuring out author's selections and interpretation of Historical data. 3. Historiography provides insight of how historians respond to the framework of Present in writing past. 4. Modern Indian Historiography intends to give brief idea about the different sources and the changing interpretations of Indian History. 5. Modern Historiography interrelate problems in writing Indian History with contemporary political and social setup. 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To Identify with the sense of past of various cultural and national groups. 2. To classify various approaches in writing history. 3. To connect challenges in writing history with philosophical and political movements and Ideologies. 4. To prioritize and value the stages of reconstructing the Indian past. 5. To rewrite the Indian past from disdaining limitations of writing Indian past. 	
Prerequisites	Basic knowledge of Historians and Indian History

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Methods in History The sense of the past and History- 'Scientific History' and 'Traditional History'- Historical Knowledge & Historical Reality-Truth in History	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Approaches in History Center and Periphery- Geohistorical Structuralism- Colonialism and Nationalism- Marginality and Elitism- Praise and Blame in History	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Challenges in History Scientific Objectivity – Postmodern Challenges – Gender Insensitivity (Blindness)- Pro Heroic and absence of homme ordinaire	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Reconstruction of Indian Past Eurocentric- Nationalistic- Revivalism- Regionalism	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Problems in Writing Indian History Problem of Periodization in Indian History- Communalism and the Writing of Indian History- Ideology and reality	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
Text Books				
1.Sreedharan E. <i>A Textbook of Historiography</i> , Orient Blakswan, 2004 2.Sabyaschi Bhattacharya, <i>Approaches To History: Essays In Indian Historiography</i> , Primus Book, 2013 3.Sheikh Ali.B, <i>History Its and Methods</i> , Lakshmi Publication, 2019 4.Singh C. P <i>Indian Historians and Historiography in the Twentieth Century</i> , Akansha Publishing, 2010 5.N. Jayapalan, <i>Historiography</i> , Atlantic, 2021				

Suggested Readings

1. Carr E.H, *What is History?* Penguin Modern Classics, 2013
2. Carl Trueman *Histories and Fallacies: Problems Faced in the Writing of History* Crossways Books 2010
3. Maxine Berg, *A Woman in History: Eileen Power, 1889-1940* Cambridge University Press, 1996
4. E. H. Carr's *The Logic of the History of Ideas* Cambridge University Press, 1999
5. Patrick K. O'Brien, *An Engagement with Postmodern Foes, Literary Theorists and Friends on the Borders with History*, Routledge, 2015
6. Richard Evans, *In Defense of History*, W.W. Norton & Company, 2000

Articles

1. Pierre Nora, 1989, 'Between Memory and History: Les Lieux de Mémoire', *Representations* No. 26, Special Issue: Memory and Counter-Memory, pp. 7-24
2. Arthur C. Danto, 1973, 'Historical Language and Historical Reality' *The Review of Metaphysics*, Vol. 27, No. 2, pp. 219-259
3. Hayden White, 1980, The Value of Narrativity in the Representation of Reality, *Critical Inquiry* Vol. 7, No. 1, pp. 5-27
4. Samuel Kinser, 1981 'Annaliste Paradigm? The Geohistorical Structuralism of Fernand Braudel' *The American Historical Review* Vol. 86, No. 1, pp. 63-105
5. Nancy Fox Mouser, 2004 'Peter Hartwig, 1804-1808: Sociological Perspectives in Marginality and Alienation', *History in Africa*, Vol. 31, pp. 263-302
6. Stanley R. Barrett, 2011, 'Postmodernism's Brief Moment in History', *Anthropologica* Vol. 53, No. 2, pp. 323-327
7. Claire Goldberg Moses, 2012 "What's in a Name?" On Writing the History of Feminism, *Feminist Studies*, Vol. 38, No. 3, pp. 757-779
8. A. Gangatharan, 2008, 'The Problem of Periodization in History', *Proceedings of the Indian History Congress* Vol. 69, pp. 862-871
9. Romila Thapar, Harbans Mukhia, Bipan Chandra and Sudhir Chandra, 1970, 'Communalism and the Writing of Indian History' *Economic and Political Weekly*, Vol. 5, No. 19, pp. 770-774

Web Resources

1. National Digital Library of India - <https://ndl.iitkgp.ac.in/>
2. Shodhganga - <https://shodhganga.inflibnet.ac.in>
3. <https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html>
4. <https://www.historytoday.com/>

5.<https://plato.stanford.edu/entries/plato/>

Course Outcomes (COs)

Cos	CO Description	Cognitive Level
CO 1	To explain the various methods of History through the ages	K1, K2
CO 2	To compare and contrast the multiple approaches in reconstructing past	K3
CO 3	To discover the major challenges of writing history in 21 st century	K4
CO 4	To reframe the stages of writing Indian past	K5
CO 5	To reinvent the alternative approaches in writing Indian past	K6

COURSE DESCRIPTOR

Course Code	PHT2MC01
Course Title	RESEARCH METHODOLOGY
Credits	5
Hours/Week	6
Category	MC
Semester	II
Regulation	2022
Course Overview <ol style="list-style-type: none">1. The aim of the course is to prepare students to write research papers2. The course makes the students to understand about the need and importance of research.3. It helps the students to understand the ethics of research4. The course will help the students to design their research5. It also helps the students to make use of the recent techniques in data interpretation.	
Course Objectives <ol style="list-style-type: none">1. To understand the basic concepts of research2. To enable the students to write their own thesis3. To make the students understand about the various stages in research4. To make the students aware of the SPSS software5. The students will understand the various types of research	
Prerequisites	Basic knowledge about research.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Research Methodology Meaning; Definitions; Objectives; Scope; Characteristics; Pre-requisites of a good researcher; Limitations; Risk assessment; Variables in research; Qualitative and Quantitative research; Types of research - Historical method, Scientific method, inductive and deductive methods		CO1 CO2 CO4	K1, K2, K3, K4, K5
II	Data Collection methods Sources – Primary, Secondary, Oral, Online sources, Methods of Data collection –Experimental method, Historical method, Observations, Questionnaire, case study, survey, interview, census, and sampling		CO2 CO4	K1, K2, K3, K4
III	Stages of research Selection of a research problem; Components of research; Review of literature – meaning, need, objectives; Hypothesis – meaning, definition, importance, types, formulation, verification; Abstract; Proposal; Synopsis		CO1 CO2 CO3 CO4	K1, K2, K3, K4, K5
IV	SPSS Meaning - Definition - Need - Data Handling– Data entry – Labelling for dummy numbers - Recode into same variable and different variable – Transpose of data – Insert variables and cases – Compute total scores. – Frequency Table – Descriptive Statistics - Diagrammatic representation of Data - Data Analysis - Correlation - Regression analysis - Testing of Hypothesis – Analysis of Variance		CO1 CO2 CO4 CO5	K1, K2, K3, K4, K6
V	Thesis Writing Research design; Features of a good research design; Research report; Thesis writing – Title, certificate, preliminary pages, introduction, chapters,		CO1 CO3 CO4	K1, K2, K4, K5

	Documentation, bibliography, appendix, foot notes, end notes, Tables and Figures; Plagiarism and ethical issues			
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Text Books

1. Chand, S, Research Methodology, S Chand and company ltd., New Delhi, 2003
2. Gupta Santhosh, Research Methodology and Statistical Techniques, Deep and Deep Publication Pvt. Ltd., New Delhi, 2005.
3. Sabine Landau and Brian S. Everitt, A Handbook of Statistical Analyses using SPSS, Chapman & Hall/CRC press LLC, 2004.
4. Chandra Suresh, Sharma Kr. Mohit, Research Methodology, Narosa Publishing house, New Delhi, 2013
5. Upagade Vijay, Shende Arvind, Research Methodology, S Chand and Company limited, New Delhi, 2017
6. Murthy C, Research Methodology, Vrinda Publications (P) ltd., Delhi, 2012
7. Ramadass P, Aruni A Wilson, Research and Writing, MJP Publishers, 2009

Suggested Readings

8. Best and Kahn, Research Methodology, PHI Limited.
9. Kothari, C. R. (1980). Research Methodology: Research and techniques, New Delhi: New Age International Publishers
10. Anderson, J. and Derston., Thesis and Assignment, Wiley Eastern Ltd., Madras, 1991
11. Bell Judith., Doing your Research Projects, A Guide to 1st time Researches in Education and Social Science, 3rd ed., Viva Books, Chennai, 1999.
12. Carr, E.H., What is History, London, Macmillan, and Co., 1961.
13. Clifford E. Lunneborg., Data analysis by resampling: Concepts and Applications, Dusbury Thomson learning, Australia, 2000
14. Finn John, A., Getting a Ph. D., Routledge, New York, 2005.
15. Gibaldi Joseph, M.L.A Handbook for Writers of Research Projects, 4th ed., New Delhi, Affiliated East West Pvt. Ltd., 1996.
16. Jeremy J. Foster, Data analysis using SPSS for windows, Sage publications, London, 2001

17. Koilpillai, J. Charles., How to write a Research Essay, A primer on the Application of the Scientific Method, Nalanda House, Madras, 1990
18. Manickam, S., Theory of History and Method of Research, Madurai, 1997.
19. Michael S. Louis – Beck., Data analysis an introduction, Series: quantitative applications in the social sciences, Sage publications, London, 1995.
20. Rajayyan, K., Historiography: History in Theory and Method, Madurai Publishing House, Madurai, 1977
21. Saranavel, P., Research and Report Writing, Emerald Publishers, Madras, 1989.
22. Tan Willie, Research Methods: A Practical guide for Students and Researchers, World Scientific Publishing, New Jersey, 2020

Web Resources

National Digital Library of India - <https://ndl.iitkgp.ac.in/>

Shodhganga - <https://shodhganga.inflibnet.ac.in>

Course Outcomes (COs)

Cos	CO Description	Cognitive Level
CO 1	To facilitate the students to develop an appropriate framework for research studies	K1, K2
CO 2	To enable the students to differentiate and use different types of research.	K3
CO 3	To develop appropriate research hypothesis for a research project	K4
CO 4	To develop the ability to apply the research methods while working on a research project work	K5
CO 5	Use statistical methods that are required for a particular research design	K6

COURSE DESCRIPTOR

Course Code	PHT2MC02
Course Title	SOCIO ECONOMIC HISTORY OF MEDIEVAL INDIA
Credits	5
Hours/Week	6
Category	MC
Semester	II
Regulation	2022
Course Overview <ol style="list-style-type: none">1.The aim of the course is to introduce the socio-economic history of Medieval India2.The Course will trace the process of state formation3.The course will highlight the transition in medieval society4.The course will analyse, the impact of Trade and rise of Cities5.The course will provide an insight into the medieval life and society	
Course Objectives <ol style="list-style-type: none">1. To provide an overview of the Social and Economic history of India2. To introduce the students to the changing power dynamics in the medieval state3. To analyze the agrarian change and its impact in the market and society4. To trace the growth of trade and Urbanisation in medieval society5. To provide an outline of the life in the medieval state	
Prerequisites	Basic knowledge of Medieval India

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Rise of States and Changing Power Configurations Nature of State - Oriental Despotism - Segmentary - Patrimonial Bureaucratic - Court - Nobility - Hierarchies of Power - Administrative Structures (Iqtas, Mansabs & Jagir) - Legitimization of Power - Symbols of Power	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Agrarian Relations Agrarian Production - Land Grants - Land Revenue and Taxation - Village Community - Commercialisation of Agriculture - Market Reforms	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Trade Indian Ocean - Inland and Maritime Trade - Merchant Guilds - Garrisons - Networks of Trade - Ports and Hinterlands	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Towns, Town Life and Urbanization Rise of Towns - Social Composition of Towns - Elites - Merchants & Intermediaries - Cityscapes - Anatomy of a Town (Thanjavur) - Construction of Urbanity	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Medieval Society Society - Slavery - Women - Religion - Bhakthi - Sufism - Art and Architecture - Paintings	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Chandra, Sathish., History of Medieval India, Orient Blackswan, Delhi, 2007.
2. Habib, Irfan., Economic History of India 1206 - 1526, Tulika, New Delhi, 2016
3. .Kulke, Herman, The State in India 1000- 1700,
4. Arasaratnam S., Maritime India in the Seventeenth Century, Delhi, OUP, 1994.
Chaudhuri
5. K.N, Trade and Civilisation in the Indian Ocean: An Economic History from the Rise of Islam to 1750, Delhi, Mushiram Manoharlal, 1985.
6. Yogesh Sharma and Pius Malekandathil, ed, Cities in Medieval India, Primus, 2016

Suggested Readings

1. Ashraf K.M., Life and Conditions of the People of Hindustan (1200 – 1500AD), Delhi, Mushiram Manoharlal 1970.
2. Aquil, Raziuddin. ed.. Sufism and Society in Medieval India, Debates in Indian History and Society Series. New Delhi: Oxford University Press,2010
3. Banga Indu, (ed.) The City in Indian History: Urban Demography, society and Politics, Delhi, Manohar, 1991.
4. Bayly, C. A., Rulers, Townsmen and Bazaars: North India in the Age of British Expansion Cambridge, 1983
5. Chattopadhyaya, B.D., The Making of Early Medieval India, OUP, 1997
6. Chatterjee, Indrani, and Richard M. Eaton. Slavery and South Asian History. Bloomington: Indiana University Press, 2006.
7. Fukazawa Hiroshi, The Medieval Deccan: Peasants, Social systems and State – Sixteenth to Eighteenth centuries, Delhi, OUP, 1991
8. Gordon Stewart, The Marathas, 1600 – 1818, New Cambridge History of India, Delhi, Foundation Books, 1991.
9. Gupta, Ashin Das, The World of the Indian Ocean Merchants (Collected Essays), New Delhi: OUP 2001
10. Habib Irfan (ed.), Medieval India – Research in the History of India, 1200 – 1750, Delhi, OUP, 1992.
11. Habib, Irfan, Agrarian System of Mughal India, 1526 – 1707, Mumbai Asia, 1963.
12. Habib, Irfan, Essays in Indian History: Towards a Marxist Perspective, (New Delhi: Tulika, 1995),
13. Naqvi H.K., Urbanisation and Urban Centres Under the Great Mughals, 1556- 1707, Simla, IAS, 1971.
14. Orr, Leslie C. Donors, Devotees and Daughters of God: Temple Women in Medieval Tamil Nadu, New York: Oxford University Press. 2000.
15. Qaiser A.J., The Indian Response to European Technology and Culture, 1498 –1707., Delhi, OUP, 1992.

16. Raychaudhuri, Tapan, Irfan Habib, Dharma Kumar, and Meghnad Desai, The Cambridge Economic History of India, Volume I, , Cambridge University Press, 1982.
17. Ray, Aniruddha., Towns and Cities of Medieval India, Routledge, London, 2016
18. Siddiqi Noman Ahmad, Land Revenue Administration under the Mughals, 1700 – 1750, Delhi, Munshiram Manoharlal, 1989.
19. Rizvi, S.A.A.. A History of Sufism in India, Vol. I, Early Sufism and its History in India to 1600 A.D. Delhi: Munshiram Manoharlal., 1978
20. Sharma, R. S., Indian Feudalism, Calcutta, 1965
21. Subramanyam Sanjay, The Political Economy and Commerce in south
22. India, 1500 – 1600, Cambridge, 1990.
23. Wink Andre, Land and Sovereignty in India: Agrarian Society and
24. Politics under the Eighteenth Century Maratha Swaraja, Cambridge University
25. Press, 1968.
26. Chitnis K.N., Socio-Economic Aspects of Medieval India

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand the power structures and the courtly culture	K1, K2
CO 2	To understand the different reforms in agrarian setup and market	K3
CO 3	To grasp the importance of Indian Ocean trade and its significance in the medieval society	K4
CO 4	To understand the rise of towns and the urban space	K5
CO 5	To trace the changes in the Medieval Society	K6

COURSE DESCRIPTOR

Course Code	PHT2MC03
Course Title	ARCHIVAL MANAGEMENT
Credits	5
Hours/Week	6
Category	MC
Semester	II
Regulation	2022
Course Overview <ol style="list-style-type: none">1. The aim of the course is to introduce the archival management skills to the students2. The Course will trace how different techniques were used over the course for the preservation of the documents3. The course will highlight the need and importance of the Archives4. The course also talks about the record management in the Archives5. The course also deals with different restoration processes	
Course Objectives <ol style="list-style-type: none">1. To trace the evolution of the records management2. To understand the need for Archives3. To make the students understand about the management of Archives4. To make the students aware of the preservation techniques in Archives5. To understand about the different archival organisations at various levels	
Prerequisites	Basic knowledge of Archives

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Introduction Definition; Nature and importance of Archives; Need for Archives; Types of Archives; Archives and Library; Archives and Historical Research; Growth of records		CO1 CO2 CO3	K1, K2, K4, K5
II	Filing system of records Records: Paper – Palm Leaves – Birch Bark – Papyrus – Parchment and Vellum – Leather – Textiles; Filing and record management systems; Constituents of a file; Indexing and recording		CO1 CO2 CO4	K1, K2, K3, K4
III	Records management Controlling creation; Recording and classification; Retention schedules; Appraisal and Disposition of records; Record management in India and Tamil Nadu; Essential of a record room		CO1 CO2 CO3 CO5	K1, K2, K3, K4
IV	Preservation of records Preservation; Role of environment; Storage conditions; Dehumidification; Deacidification; Fumigation; Biological deterioration; Chemical deterioration; Physical deterioration; Restoration; Rehabilitation of old records; Methods of repair; Special problems; Repair of manuscripts; Automation of Archives; Growth of science and technology; Digitalization; Reprography; Advantages; Evolution; Retrieval tools; Disaster preparedness tools		CO1 CO2 CO3 CO4 CO5	K1, K2, K3, K4, K5, K6
V	Archival organisation International Council on Archives; Indian Historical Records Commission (IHRC); British Records Association; Historical Manuscripts Commission; National Archives of India; Tamil Nadu Archives; Private Archives Field Visit		CO1 CO2 CO3	K1, K2, K3, K5

Text Books

6. Sundararaj M, A Manual of Archival systems and the World of Archives, Siva Publications, Chennai, 1999
7. Tamil Nadu Archives, Commemoration volume, Chennai, 1970
8. Kathpalia, Yash Pal, Conservation and restoration of archive materials, UNESCO, Paris, 1973
9. Manual on Office Procedure, Lok Sabha Secretariat, New Delhi, 2009

Suggested Readings

18. Gupta, Mohit, Archives and Record Management, Global India Publications, 2008
19. Schellenberg, R, Theodore, Modern Archives: Principles and Techniques, University of Chicago Press, 1956
20. Gracy, B, David, An Introduction to Archives and Manuscripts, Special Libraries Association, 1981
21. Agarwal, O.P., Care and Preservation of Museum Objects, New Delhi, 1977.
22. COMMA Journal, International Council on Archives (ICA).
23. Cook Michael, Archival Administration: A Manual for Intermediate and smaller Organisation and Local Self Government.
24. Jenkinson Hilary, A Manual of Archive Administration, London, 1937.
25. National Archives of India, Conservation and Restoration of Archive Material, New Delhi.
26. National Archives of India, Guide to Restoration of Documents, New Delhi.
27. National Archives of India, Repair and preservation of Records, New Delhi.

Web Resources

[Humanity Development Library 2.0](#)
<http://nationalarchives.nic.in/>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	The students will understand about the importance of Archival management	K1, K2
CO 2	It will enable the students to understand about the functions of Archives	K3
CO 3	The students will also know about the different techniques used in the preservation and conservation of the records	K4
CO 4	It will facilitate the students to learn about the usage of science and technologies in Archives	K5
CO 5	The students will learn about the necessary skills required in Archival management	K6

COURSE DESCRIPTOR

Course Code	PHT2MC04
Course Title	NEW WORLD ORDER - PERSPECTIVES AND CHALLENGES
Credits	3
Hours/Week	5
Category	MC
Semester	II
Regulation	2022
Course Overview	
<ol style="list-style-type: none"> 1. The aim of the course is to study about the emerging trends in the new world order 2. It also discusses about the perspectives and the challenges in the contemporary World 3. The Course will help the students to understand about the different concepts in the world order 4. The students will also learn about the different organizations of the world 5. The course also talks about the rise of China in the global politics 	
Course Objectives	
<ol style="list-style-type: none"> 1. To study about the important events that happened in the Contemporary world history 2. To learn about the Cold War and its impacts in the New World Order. 3. To understand the rise of American Unipolarism and its impacts 4. To know the role and functions of the various multilateral organizations in the New world order 5. To study about China and its relations with other superpowers 	
Prerequisites	Basic knowledge about the glimpses of world history

SYLLABUS

Unit	Content	Hrs	Cos	Cognitive Level
I	Unit – I Cold War: Origin and Nature - Causes, Courses, Phases and Impacts in the New World Order.	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Unit-II Concepts in the World Order: Bipolarity, Unipolarity, Multipolarity – Debates on Polycentrism – Great Divergent – Globalisation	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Unit- III End of the Cold War: Reunification of Germany – Disintegration of USSR – The onset of new globalism – American Unipolarism and its impact in the World order – Emergence of Neoliberalism – Global Interdependency.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Unit- IV International and Regional Co-operations and Organisations: UN, IMF, World Bank, WTO – Union South American Nations (USAN) – Caribbean Community (CARICOM) – European Union (EU) – Council of Europe (CoE) – SAARC –SEAN –G8-G7-BRICS – G20- BIMSTEC.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Unit-V The rise of China: Role of China in the Global Politics late 20th CE– Sino –Soviet Relations – Sino- American Rapprochement – Sino – American trade War and its implication in the Contemporary Global order	10	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

- 1) Cornell, *World History in the 20th century*, Longman, 1977.
- 2) Khurana, *The 20th century World*, Lakshmi Narain Agarwal, Agra, 2005.
- 3) Kennedy, Paul, *The Rise and Fall of Great Powers*, New York, Random House, 1987.

Suggested Readings

- 1) Cox, Robert, *Production, Power and World Order*, Newport, Columbia University Press, 1987.
- 2) Muni S.D, *India and the Post-Cold War World: Opportunities and Challenges*, Asian Survey,31(9): 862-74, 1991
- 3) Hobsbawm E., *Age of Extremes: The Short Twentieth Century 1914- 1991*, London, 1994.
- 4) W. R. Keylor, *The Twentieth- Century World and Beyond: An International History since 1900*, Oxford, 2005.
- 5) Harshe, Rajen, *Twentieth Century Imperialism: Shifting Contours and Changing Conceptions*, New Delhi, Sage, 1997.
- 6) Brian W. Blouet, *Geopolitics and Globalisation in the Twentieth Century*, Reaktion Books, London, 2001.
- 7) Bose Sugata, *Post-Colonial Histories of South Asia: Some Reflections*, Journal of Contemporary History, 38 (1): 133-146, 2003.
- 8) Devin T. Hagerty (ed.), *South Asia in World Politics*, Rowman & Littlefield, New York 2005
- 9) Bose Sugata, *The Indian Ocean in the Age of Global Empire*, Harvard University Press, 2006.
- 10) Francis Fukuyama, *The End of History and the Last Man*, Free Press, New York, 2006.
- 11) Walton C. Dale, *Geopolitics and the Great Powers in the Twenty-First Century: Multipolarity and Revolution in Strategic Perspective*, Routledge, New York, 2007
- 12) William H. Overholt, *Asia, America, and the Transformation of Geopolitics*, Cambridge University Press; 1st edition, 2007.

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To understand the Socio –Political changes of the Contemporary world since the Second World War	K1, K2
CO 2	To explain the different themes and political systems of the New World Order	K3

CO 3	To assess the Socio –Economic integration of Post War World Order	K4
CO 4	To analyze the interdependence of the post-Cold War Era	K5
CO 5	To learn about various regional Economic and political Colorations in the New World Order	K6

COURSE DESCRIPTOR

Course Code	PHT3MC01
Course Title	MODERN INDIAN HISTORY
Credits	5
Hours/Week	5
Category	MC
Semester	III
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. The aim of the course is to introduce the History of Modern India 2. The course will trace how the European Companies established themselves in Indian subcontinent 3. The course will highlight the causes for the native resistance against the colonial powers 4. The course will analyze, the impact of western education on the rise of nationalism 5. The course will examine the role played the nationalist leaders like Gandhiji, Nehru, etc., in the independence struggle 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To make the students aware of historicity of various events in Modern India history. 2. To expose the students to the scope and potential available in the study of Modern Indian history. 3. To bring out the various aspects that contributed for the growth of Modern Indian studies such as historiography, epigraphy, etc. 	
Prerequisites	Basic knowledge of Modern Indian history

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>Colonialism:</p> <p>Theories of Colonialism (Hobson, Hilferding, Roza Luxemburg, Lenin) - History of Colonial Empires - Portuguese, Dutch, Spanish, French and English – Consolidation of British power in India: Acquisition of Bengal – Relationship with other Indian states – Expansion of the British administration and its impact</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p>Emergence of Nationalism in India:</p> <p>Manifestation of Discontent against British Rule - Revolt of 1857 - Popular Pre-nationalist movements - Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature and Impact - Religious and Social Reform Movements - Predecessors of the Indian National Congress – Factors leading to the origin of Indian National Movement</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p>From Representative politics to the idea of Self-rule:</p> <p>Birth of Indian National Congress - Composition, Methods of Work, Policies, Demands and Attitudes of the British – Evaluation of the Early Phase of the National Movement - Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements - reactions to the Morley-Minto Reforms -Home Rule Movements - Montague-Chelmsford Reforms – Government of India Act 1919</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

IV	<p>Era of Mass Movements</p> <p>Early political adventures of Gandhiji– Rowlatt Satyagraha - Non-Cooperation Movement - the Swarajists - Simon Commission - Round Table Conference - Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Congress and World Affairs - Growth of Communalism.</p>	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	<p>Independence and partition</p> <p>Resignation of Congress Ministries - Individual Satyagraha – Cripps’ Mission – Quit India Movement - Indian National Army - Last years of Freedom Struggle (1945 – 47) - Shimla Conference - Cabinet Mission Proposal - Transfer of Power and Partition.</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
<p>Suggested Readings</p> <ol style="list-style-type: none"> 1. Tara Chand: History of Freedom Movement in India, Vols. I & II 2. Dutta, K.K: Comprehensive History of India, Vol. XI 3. Spear, Percival: The Oxford History of Modern India 4. Grover & Grover: A New Outlook at Modern Indian History 5. S.R. Mehrotra: Emergence of the Indian National Congress 6. R.P. Dutt: India Today 7. Pattabhi Sitaramayya: History of Indian National Congress. 8. Bipan Chandra: India’s struggle for Independence. 9. Jim Masselos: Indian Nationalism - A History. 10. Mushirul Hasan (Ed.): India’s Partition - Process Strategy and Mobilization. 11. Praksh Chandra: History of Indian National Movement. 12. Krishna Mohan: Encyclopedic History of Indian Freedom Movement. 13. Raji Ahir, Modern Indian History, Spectrum Publication. 				

Web Resources

1. National Digital Library of India - <https://ndl.iitkgp.ac.in/>
2. Shodhganga - <https://shodhganga.inflibnet.ac.in>

Course Outcomes (COs)

Cos	CO Description	Cognitive Level
CO 1	To know the nature and process of Colonialism in India.	K1, K2
CO 2	To explain the establishment and expansion of British Empire in India.	K3
CO 3	To assess the early phase of nationalist struggle with illustrations.	K4
CO 4	To understand the mass phase of freedom movement from 1920.	K5
CO 5	To analyze the impact of partition of India and the creation of Pakistan.	K6

COURSE DESCRIPTOR

Course Code	PHT3MC02
Course Title	HISTORY OF PEASANT AND LABOUR MOVEMENT IN INDIA
Credits	5
Hours/Week	5
Category	MC
Semester	III
Regulation	2022
Course Overview 1.The aim of the course is to introduce the Peasant and Labour Movement in India 2.The Course will trace the problems faced by the peasants in India. 3.The course will highlight the causes for the rise of peasant uprisings in India 4.The course will analyse the shift from agrarian workers to industrial workers 5.The course will examine the problems faced by the factory workers in India.	
Course Objectives 1. To provide an overview of the peasant and labour movements in India. 2. To help the students understand the Changing agrarian relations and the reactions of the peasantry towards it. 3. To provide an insight into the lives of the workers in the Industrial setup. 4. To comprehend the rise of the trade union and labour movements. 5. To help them analyze these movements and their relevance in the modern world.	
Prerequisites	Basic Knowledge of Peasant and Labour Movements in India

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Agrarian Change Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour - Bonded labour - Plantation labour	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Peasant Uprising and Movements Peasant struggles in the pre- colonial period - Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt - Phulaguri Dawa - Pabna Agrarian League - Maratha Uprising - Champaran Sathyagraha - Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. - Tanjore.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Industrial Society Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Trade Unionism & Labour Movement Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism – Problems of organizing Union in India - Unorganized Sector	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Labour Laws and Legislations Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout – Labour Strikes- ILO's Convention and Recommendation - Trade Union Act, 1926 - Industrial Disputes Act - Malvia Commission on Labour Welfare - National Commission on Labour - Modern Challenges.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

- Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.

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

Suggested Readings

1. Stein, Burton., Making of Agrarian Policy in British India 1770 -1900, Oxford University Press, 1992
2. Hardiman, David., Peasant Resistance in India 1858 - 1914, Oxford University Press, 1992.
3. Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". Social Scientist 117. (February, 1983): 43–54.
4. Bose, Sugata. Agrarian Bengal: Economy, Social Structure and Politics, 1919-1947. Cambridge University Press, Cambridge, 1986.
5. Chatterjee, Partha. Bengal, 1920-1947: The Land Question, K.P.Bagchi and Co., Calcutta, 1984.
6. Desai, A.R. Agrarian Unrest under British Rule in India. Oxford University Press, Delhi, 1986.
7. Hardiman, David. Peasant Nationalists of Gujarat. Oxford University Press, Delhi, 1982.
8. Pannikar, K.N. Against Lord and State: Religion and Peasant Uprising in Malabar, 1836-1921. Oxford University Press, Delhi, 1992.
9. Shanin, T. Peasant and Peasant Society, Penguin, London, 1971.
10. Siddiqui, Majjid. Agrarian Unrest in North India. Vikas Publishing House, Delhi
11. Bahl, Vinay, The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946, New Delhi, Sage Publications, 1995.
12. Basu, Deepika., The Working Class in Bengal: Formative Years, Calcutta, 1993.
13. Chandavarkar, Rajnarayana., The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900-1940, Delhi, 1989.
14. Chattergi, Rakhahari., Working Class and the Nationalist Movement in India: The Critical Years, New Delhi, 1984.
15. Gadgil, D.R., The Industrial Evolution of India in Recent Times 1860-1939, Bombay, 1971.
16. Gupta, Ranajit Das., Labour and Working Class in Eastern India: Studies in Colonial History, Calcutta, 1994.

17. Habib, Irfan., Essays in Indian History: Towards a Marxist Perception, New Delhi, 1995.
18. Habib, Irfan., "Capitalism in History", Social Scientist, Vol. 23. Nos. 7-9, July-Sept. 1995, pp. 15-31.
19. Karnik, V.B., Indian Trade Unions; A Survey, Bombay, 1968.
20. Mathur, J.S., Indian Working-Class Movement, Allahabad, 1964.
21. Newman, Richard., Workers and Unions in Bombay, 1918-1929, Canberra, 1981.
22. Oversteet Gene, D., and Windmiller, Marshall., Communism in India, University of California, 1960.

Web Resources

1. National Digital Library of India - <https://ndl.iitkgp.ac.in/>
2. Shodhganga - <https://shodhganga.inflibnet.ac.in>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To familiarize the students to the agrarian changes and issues.	K1, K2
CO 2	To understand Agriculture as the foundation of economic growth and development.	K3
CO 3	To understand the shift from agrarian workers to Industrial workers.	K4
CO 4	To elaborate on the concept of Industrial relations, Trade Unionism and Labour Movement	K5
CO 5	To understand the need for legislation for the welfare of la bourer.	K6

COURSE DESCRIPTOR

Course Code	PHT3MC03
Course Title	SOCIO - ECONOMIC AND CULTURAL HISTORY OF MODERN TAMILNADU (SINCE 1800 CE)
Credits	5
Hours/Week	5
Category	MC
Semester	III
Regulation	2022
Course Overview <ol style="list-style-type: none">1. The aim of the course is to understand the Early condition of Tamil society2. The Course will assess the contribution of Europeans and its impact on society3. The course will analyze the nature of Tamil renaissance4. The course will examine the origin and emergence of Dravidian Ideology5. The course will estimate the role of social Reformers in transforming the society	
Course Objectives <ol style="list-style-type: none">1. To understand the Social, Economic and cultural conditions of Tamil Nadu2. To estimate the contribution of Christian Missionaries in the field of Education3. To analyse the social reform movements and its impact4. To examine the development of Tamil literature5. To trace the cultural development of Tamil Nadu	
Prerequisites	Basic knowledge of socio - economic and cultural condition of modern Tamil Nadu

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Evolution of Tamil Society – Perception of Tamil Society during Colonialism — Nature and the Character of Native Response to Colonial Perception of Tamil Society-Arrival and settlement of Europeans -	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Traditional system of education – Christian Missionaries’ contribution towards education – Rev. Swartz – American Madura Mission – Role of Government- Public Education -Growth of Higher Education – Establishment of Universities and Colleges.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Madras Mahajana Sabha- Theosophical society: Annie Besant- Dalit Movement: Pandit C.Iyothee Thasar - Rettamalai Srinivasan, Radical social reform movements: Concept of Dravidian culture- Justice Party -Periyar E.V.R and Self-Respect Movement-Temple Entry Movement -Women’s Movements and Social Legislations :Moovalur Ramamirtham, Dr. Muthulakshi Reddy-- Religious Developments – St. Ramalinga Adigal .	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	The Pre-British Land Revenue Administration in Tamilagam – British Revenue policies – Permanent Land Revenue settlement- Ryotwari System – Development of Agriculture –Types of Farming and Crops- Irrigation system – Development of Industries- Large- and small-Scale Industries- Cottage - Trade and Commerce.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Growth of Modern Tamil Literature – Islamic Literature – Christian Literature: Jesuit Contribution to Tamil Literature– Development of Literatures in the 20th century – Bharathiyar – Bharathidasan – Namakkal Ramalingam Pillai - V. Kalyana Sundaram - Kavimani Desika Vinayakam - Maraimalai Adigal -Press and Media- Folk- Music- Dance-Drama -Cinema.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

- 1.Eugene F. Irschick, Tamil Revivalism in the 1930s, Madras, 1986.
- 2.K.K.Pillay, A Social History of the Tamils, University of Madras, 1975.
- 3.K.Rajayyan, Tamil Nadu – A Real History, Ratna Publications, Madurai, 2005
- 4.Subramanian, P., Social History of the Tamils (1707 - 1947) D.K. Printworld (P) Ltd, New Delhi, 1999.
- 5.Nambi Aroran, Tamil Renaissance and Dravidian Nationalism. Madurai: Koodal Publishers, 1980

Suggested Readings

1. Baker.C.J., and Washbrook D.A., South India – Political Institutions and Political Change, 1975.
- 2.Hardgrave R.L., The Dravidian Movement, 1965.
- 3.Eugene, Irschick. F. Politics and Social Conflicts in South India: The Non-Brahmin Movement and Tamil Separatism, 1916-1929. Berkeley: University of Chicago, 1964
- 4.Rajaraman,P. The Justice Party, 1916 - 1937, Poompozhil Publishers, Madras, 1988.
- 5.Sundaralingam R. Politics and Nationalists Awakening in South India 1852-1891. Arizona: Arizona Press 1974.
- 6.Sathianadhan, S. History of Education in the Madras Presidency, Madras, 1894.
- 7.Subramanian, N. Social and Cultural History of Tamil Nadu (A.D.1336 - A.D. 1984) Ennes Publications, Udumalpet, 1999.
- 8.Yesudhasan V., and Issac Jaya Dhas, R., History of Tamil Society and Culture since 1336, MCL Roy Publications, Villukuri, 2002.

Web Resources

- 1.Early Tamil Society:
<https://egyankosh.ac.in/bitstream/123456789/22251/5/Unit-10.pdf>
- 2.MissionariesContributiontoeducation:
<http://oldror.lbp.world/UploadedData/5881.pdf>
- 3.Religiousreformmovement:
<https://journals.sagepub.com/doi/abs/10.1177/037698360102800226?journalCode=ihra>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To highlight the conditions of Early Tamil society and its aftermath	K1, K2
CO 2	To identify the role of missionaries in promoting western education and the efforts of the British Government	K3, K6
CO 3	To examine the emergence of reform movements and its impact in society	K4, K6
CO 4	To explain the significance of the economic development in Tamilagham	K1, K5
CO 5	To analyze the nature of Tamil renaissance and the efforts of the others to develop the Tamil language	K3, K6

COURSE DESCRIPTOR

Course Code	PHT3MC04
Course Title	HISTORY OF INDIGENOUS TECHNOLOGIES OF INDIA
Credits	3
Hours/Week	5
Category	MC
Semester	III
Regulation	2022
Course Overview	
<ol style="list-style-type: none"> 1. Technology can be defined as the use of tools to increase the effects of human impact on the natural environment. 2. The history of the invention of tools and techniques and is one of the categories of world history 3. Agriculture is a form of technology in that it involves direct human intervention in natural processes. 4. Native people deep concern towards nature in the technological configurations. 5. Native response to hard terrain in navigation technology. 6. Development of indigenous technologies to confront security challenges. 	
Course Objectives	
<ol style="list-style-type: none"> 1. To memorize the tools and techniques of native technologies. 2. To infer the cognizance of knowledge development to improve the living standards. 3. To connect the nature with native technologies. 4. To value the sustainability principles in wrapping the native technologies. 5. To rewrite the history of Native technologies and its relevance and longevity in Modern days. 	
Prerequisites	Basic knowledge of Ancient and Medieval Indian History

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Agricultural Technology Classification of Land- Types of Seasons- Plough & Ploughshare- Methods of Cultivation: Tools & Techniques- Wet Cultivation- Tilling & sowing- Seedlings & Transplantation- Ridges & Hedges- Reaping & Threshing- Storage- Size of Plots- Dry cultivation- Slash-and-Burn Cultivation- Shifting Cultivation- protection of Crops- Water Management	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Civil Architecture Early Construction materials (Terracotta, Wood, Suthai, Bamboo, Straw, Brick,)- Mud Architecture- layers of Thatch- Thermal Transmission- Ventilation- Building envelope material (Jaggery) - Brick Architecture Foundation- Configuration materials- Spatial Distribution of Stone houses- Entranceways- Central Courtyard - Pillars- Muttram- Thinnai- – Door ways- Sloping roofs- Tiles for flooring (Athangudi)-Madras Terrace roofing	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Industrial Technology Developments in Metallurgy – Copper Age – Bronze Age - Iron Age – Metallurgical Techniques – Textile Industry – Looms – Types of Textile materials – Dyes - Print and Design	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Shipping Technology Sources (Navai Sarithiram, Yukti Kalpataru) - Maritime Activity - Navigation - Water Currents - Monsoon - Shipbuilding - Woods - Structural Design - Types of Naval vessels – Ports	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Military Technology Arms and Armors used- Archers- Cavalry- Chariots (<i>rathamusala</i>) - Catapult (<i>mahasilakantika</i>)- War Elephants-War Fleets - Body Armour - Fire - Gun Powder - Artillery - Cannons - Mysorean Rockets- Naval Warfare - Metallurgy	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
Text Books				

10. Chakravarti, P.C., Art of War in Ancient India, publications, Oriental publishers, Delhi, 1972.
11. Dikshitar, Ramachandra V.R., War in Ancient India., Macmillan, London,1944
12. Mookerji, Radhakumud., Indian Shipping: A History of the sea borne trade and Maritime activities of the Indians from the Earliest times., Kitab Mahal, Allahabad, 1962.
13. Ramaswamy, Vijaya., Textiles and Weavers in Medieval South India, New Delhi: Oxford University Press, 1985

Suggested Readings

1. Habib, Irfan., Technology in Medieval India, C.650- 1750., Tulika, 2013
2. Bag, A.K., History of Technology in India, Indian National Science Academy, New Delhi, 1997.
3. Varadarajan, Lotika., of Fiber and the Loom, National Institute of Design, Ahmadabad, 2008
4. Gopal, Lallanji., Aspects of History of Agriculture in Ancient India, Bharthi Parakashan, Varanasi, 1980
5. Thapliyal, Uma Prasad., War and War Tactics in Ancient India., Routledge, London, 2021.

Articles

1. Athiyaman, N., and P. Jayakumar. "Ancient Anchors off Tamil Nadu Coast and Ship Tonnage Analysis." *Current Science*, vol. 86, no. 9, Temporary Publisher, 2004, pp. 1261–67
2. Anjum, Nazer Aziz. "Camel as transport animal in Mughal India." *Proceedings of the Indian History Congress*, vol. 67, Indian History Congress, 2006, pp. 244–50
3. Basham, A.L., The Wonder that was India, Sidgwick and Jackson, London, 1967
4. Bhattacharya, Pranab Kumar. "Sectional President's Address: Irrigation and Agriculture in Ancient India." *Proceedings of the Indian History Congress*, vol. 73, Indian History Congress, 2012, pp. 18–34,
- 5., Ranjana. "Water-Management in Ancient India." *Bulletin of the Deccan College Research Institute*, vol. 68/69, Vice Chancellor, Deccan College Post-Graduate and Research Institute (Deemed University), Pune, 2008, pp. 377–82
6. Nath, Pratyay, Battles, Boats and Bridges: Modalities of Mughal Amphibious Warfare, 1571- 1612
7. Nayak, Ajaya Kumar. "A Rare Early Medieval Sculptural Representation of a Ship from

Ratnagiri in Odisha.” *Proceedings of the Indian History Congress*, vol. 70, Indian History Congress, 2009, pp. 1028–33

8. Sinha, B. P. “Elephants in Ancient Indian Army.” *Proceedings of the Indian History Congress*, vol. 18, Indian History Congress, 1955

Web Resources

3. National Digital Library of India - <https://ndl.iitkgp.ac.in/>
4. Shodhganga - <https://shodhganga.inflibnet.ac.in>
5. <https://artsandculture.google.com/story/indian-textiles-nature-making-victoria-and-albert-museum/YAUROUQuPAXOJw?hl=en>

Course Outcomes (COs)

Cos	CO Description	Cognitive Level
CO 1	To explain the tools and technologies of native over the ages.	K1, K2
CO 2	To distinguish the native technologies with other cultures.	K3
CO 3	To discover the sustainability context of native technologies.	K4
CO 4	To rank the longevity and nature orientation of native technologies.	K5
CO 5	To integrate the native technologies to the present day problem.	K6

COURSE DESCRIPTOR

Course Code	PHT4MC01
Course Title	INDIA FOREIGN POLICY- FUNDAMENTAL PRINCIPLES & CURRENT PRIORITIES
Credits	5
Hours/Week	5
Category	MC
Semester	IV
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1. Foreign policies guide the activities and relationships of one state in its interactions with other states. 2. The development of foreign policy is influenced by domestic considerations, the policies of other states, or plans to advance specific geopolitical designs. 3. India's foreign policies include preservation of national interest, achievement of world peace, disarmament, independence for Afro-Asian nations. 4. The foreign policy of India to foster peaceful coexistence, to remain non-aligned and non-committed, and to maintain the unity and solidarity of the Third World. 5. Trajectory of India Foreign policy in the new world order. 6. India's Role in maintaining the balance of peace and power in Asian continent. 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. To tabulate the evolutions of Indian Foreign policies. 2. To interpret the types of Indian Diplomacy standards. 3. To calculate the new world order challenges of Indian foreign policy. 4. To appraise the role of Indian diplomats in the application of objective principles of Indian foreign policy. 5. To compose and formulate India relation with other world countries. 	
Prerequisites	Basic knowledge of India Foreign Policy

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Evolution of India's Foreign Policy First Phase (1947-1991) - Second Phase (1991-2008) - Third Phase (2008- Present) - Features of Indian Diplomacy: Middle Path - Multipolar Focus - Our Neighborhood First- Global Good	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Types of Indian Diplomacy Political Diplomacy - Economic Diplomacy - Cultural Diplomacy - Military Diplomacy - Sports Diplomacy - Medical Diplomacy - Public Diplomacy(since 2006) - Soft Power in Indian Diplomacy	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Challenges to Foreign Policy Goals Nuclear Weapons, Denuclearization & Weapons Control - Energy security - Water - Food security - Terrorism - Cyber security - Climate change and environmental degradation - Pandemics, drug trafficking and human trafficking	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Unique Foreign Policy Features & Popular Diplomats Panchsheel- NAM - Gujral Doctrine - Neighborhood First Policy - Act East Policy - Nirupama Menon Rao - Mohammad Hamid Ansari- Meera Shankar- Hardeep Singh Puri- Jaishankar -Shashi Tharoor	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	India's Relation with Regional Organizations European Union, SAARC, ASEAN, BRICS, QUAD, SCO, CIS, G4 and G7.	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. V.P. Dutta, *India's Foreign Policy*, Vikas publishing, 1987.
2. S.P. Verma, *International System and the Third World*, Vikas publishing, 1988
3. S.C Singhal, *India's Foreign policy*, Lakshmi Narain Agarwal, Agra 2016.
4. R. Mansbach and K. Taylor, *Introduction to Global Politics*, Routledge, 2012
5. P. Viotti and M. Kauppi, *International Relations and World Politics: Security, Economy, Identity*, Pearson Education, 2007

Suggested Readings

1. Aparna Pande's *From Chanakya to Modi, The Evolution India's Foreign Policy*, Harper Collins, 2021
2. Ed, David M. Malone, C. Raja Mohan And Srinath Raghavan, *The Oxford Handbook Of India Foreign Policy*, Oxford, 2015
3. S. Jaishankar, *The India Way : Strategies for an Uncertain World*, Harper Collins, 2020.
4. Siva Sankar Menon, *India and Asian Geopolitics: The Past, Present*, Penguin, 2021
5. Siva Sankar Menon *Choices: Inside the Making of Indian Foreign Policy*, Penguin 2016
6. Harsh V. Pant , *Politics And Geopolitics: Decoding India's Neighborhood Challenge*, Rupa Publication, 2021
7. J. J. Singh, *The McMahon Line : A Century of Discord*, Harper Collins, 2021
8. Aparna Pande, *Making India Great : The Promise of a Reluctant Global Power*, Harper Collins, 2021
9. Hardeep Singh Puri, *Perilous Interventions : The Security Council and the Politics of Chaos*, Harper Collins, 2021

Articles

1. A. Acharya and B. Buzan, (2007) 'Why Is There No Non- Western IR Theory: Reflections on and From Asia', *International Relations Of The Asia- Pacific*, Vol 7(3), pp. 285-286.
2. T. Kayaoglu, (2010) 'Westphalian Eurocentrism in I R Theory', in *International Studies Review*, Vol. 12(2), pp. 193-217.
3. Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neoliberalism in Asia*. London: Routledge, pp.23-37.
4. R. Picciotto, (2003) 'A New World Bank for a New Century', in C. Roe Goddard et al., *International Political: State-Market Relations in a Changing Global Order*, Boulder: Lynne Reinner, pp. 341-351.

<p>Web Resources</p> <ol style="list-style-type: none"> 1. National Digital Library of India - https://ndl.iitkgp.ac.in/ 2. Shodhganga - https://shodhganga.inflibnet.ac.in 3. https://archives.history.ac.uk/history-in-focus/Whatishistory/index.html 4. https://www.historytoday.com/ 5. https://plato.stanford.edu/entries/plato/ 6. http://www.orfonline.org/

Course Outcomes (COs)

Cos	CO Description	Cognitive Level
CO 1	To explain the major objectives of India' Foreign Policy	K1, K2
CO 2	To distinguish Diplomacy tactics in handling both Hard and Soft powers	K3
CO 3	To discover goals and ends of India Foreign policy.	K4
CO 4	To rank the role and contribution of India's Diplomats in achieving India's Foreign mission goals.	K5
CO 5	To hypothesize alternative approaches of India's relations with her neighboring countries.	K6

COURSE DESCRIPTOR

Course Code	PHT4MC02
Course Title	CONTEMPORARY INDIA
Credits	5
Hours/Week	5
Category	MC
Semester	IV
Regulation	2022
Course Overview <ol style="list-style-type: none">1.To provide an overview of the Indian political system since independence2.The Course will trace how the INC and other Political Parties established themselves in India and make India is a Democratic Nation3.The course will highlight the causes for the people resistance against the Government4.The course will analyze, the impact of Constitution of India since Independence5.The course will examine the Various Governments Programme and its impact on Indian Economy	
Course Objectives <ol style="list-style-type: none">1.The aim of the course is to introduce the History of Contemporary India2.To help the students understand the Changing pattern of Single party dominance to Coalition Government3.To comprehend the importance of India's position in present Geo - political situation.4.To help the students understand preservation of national interest, achievement of world peace is a main vision of Independent India5.To make the students became a better citizen of the nation	
Prerequisites	Basic knowledge of Modern Indian history

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Nehruvian Era I: Integration of Princely States - Post Partition refugee problem - Consolidation as a Nation –Democracy and Regionalism - The linguistic reorganization of States - Planned Economy and Progress of Economic development-	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Nehruvian Era II: The era of “Nehruvian” socialism - Land reforms - Industrial policy- Education- Health- Science and Technology- Hindu Code Bill - Nehru's Foreign Policy-Criticism– The Shastri interlude - The 1967 elections and the emerging consolidation against the Congress	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	The Indira Gandhi & Rajiv Gandhi years (The Emergency and After): The Congress split in 1969 - The “liberation” of Bangladesh and Indian politics - Jayaprakash Narayan - The Emergency- The Janata experiment– Indira’s return to power- Coming of Rajiv Gandhi - Telecom Revolution-Education – Automobile Industry -Panchayat Raj - Tamil Elam issue.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	The Era of Coalitions and New Economic Order: Stable pan-Indian coalitions: Trends and Patterns - The rise of Regional parties- The National Front, Mandal Commission, and Masjid issue – P.V. Narasimha Rao’s Period- LPG – The ascendancy of the BJP- Ideology, and criticism - Education- Kargil war - Dr. APJ Abdul Kalam.	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	India in the 21st Century: United Progressive Alliance I & II- Formation and rise- Struggles- Right to Information Act- MGNREGA-IT Revolution- Various Government schemes-123 Nuclear Deal-Emergence of Narendra	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

	Modi-Demonetization - GST - Digital India-Impacts on Indian Economy-New Education Policy.			
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Text Books

1. Guha, Ramachandra. India after Gandhi. Penguin, New Delhi, 2009.
2. Chandra, Bipan. Et al. India after Independence, Penguin Books, New Delhi, 1999.
3. Krishna Ananth, V. India since Independence: Making Sense of Politics. Pearson Longman, New Delhi, 2009.
4. Dhar, P.N. Indira Gandhi, the 'Emergency' and Indian Democracy. Oxford University Press, Delhi, 2000.
5. Paul Brass, The Politics of India Since Independence, NCMHI- IV, Cambridge University Press, 2004.
6. The Indian Constitution, Graville Austin, New Delhi, 1966

Suggested Readings

1. The Story of Integration of the Indian States, V.P. Menon, New Delhi, 1961
2. Chikermane, Gautam, 70 POLICIES THAT SHAPED INDIA 1947 to 2017, Independence to \$2.5 Trillion. Observer Research Foundation, 2018. ISBN: 978-81-937564-8-5
3. Gurcharan Das, India Unbound: The Social and Economic Revolution from Independence to the Global Information Age, by Anchor Books, 2002
4. Brass, Paul R. The Politics of India Since Independence, Cambridge University Press, Cambridge, 1994
5. Commonwealth & Comparative Politics, Volume 59, Issue 3 (2021)
6. Gopal, S. Ed. Anatomy of a Confrontation: The Babri Masjid-Ramjanmabhoomi Issue. Viking, Delhi, 1991.
7. Hasan, Zoya. Ed. Parties and Party Politics in India. Oxford University Press, Delhi, 2002.
8. Jaffrelot, Christophe. Hindu Nationalist Movement and Indian Politics. Viking, New Delhi, 1996.
9. Govt. of India, Five Years Plans.

Web Resources

1. National Digital Library of India - <https://ndl.iitkgp.ac.in/>
2. <https://www.epw.in/journal/2004/43/special-articles/education-upa-government-common-minimum-programme.html>
3. <https://www.epw.in/tags/modi-government>
4. <https://www.thehindu.com/opinion/op-ed/The-UPA%E2%80%99s-real-growth-story/article16900252>.
5. <https://economictimes.indiatimes.com/markets/stocks/news/2009-19-what-worked-what-didnt-for-indian-economy/articleshow/68795143>.

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To familiarize the students to the Indian Political system and issues related to it	K1, K2
CO 2	To understand the importance of constitution and its rights provided to citizen	K3
CO 3	Evaluate the context of socio Economic Political and Cultural transition of Post-Colonial India	K4
CO 4	To sensitize student about the present India is nothing but evolution of the past	K5
CO 5	Able to analyze post LPG pattern in India compare with present day Geo Political scenario	K6

COURSE DESCRIPTOR

Course Code	PHT4MC03
Course Title	HUMAN RIGHTS IN A HISTORICAL PERSPECTIVE
Credits	4
Hours/Week	5
Category	MC
Semester	IV
Regulation	2022
Course Overview	
<ol style="list-style-type: none"> 1.To understand the key historical, political, legal, and moral influences that have shaped the idea of "human rights". 2.To introduces the conceptual foundations of rights from a historical and philosophical perspective 3.To practice, and to understand the general affinities and divergences in sources, substance, and application of rights in international, regional, and domestic contexts 4.To analyze the contemporary challenges and threads against the Human Rights values in the Contemporary World. 5.To make the learners to understand and follow a ‘Right Based Approach’ in their walks of life. 	
Course Objectives	
<ol style="list-style-type: none"> 1. To Study the nature, scope and practical implementation of the modern Human Rights standards 2. To learn the effectiveness of the international and regional Human Rights laws and enforcement machinery. 3. To sharpen the epistemological skills of students in relation to the various theoretical aspects of Human Rights. 4. To provide national and international perspectives on Human Rights. 5. To understand the provisions of the Human Rights in the Indian Constitution. 6. To learn the nature and scope of special legislation dealing with the protection of human rights of the marginalized and vulnerable sections. 	
Prerequisites	Basic knowledge about world history and social issues.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Evolution of Human rights – Magna Carta to the International Bill of Rights (UDHR) – Nuremberg Trials - Need of Human Rights – Characteristics and Elements of Human Rights –Three Generation Rights	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Concepts of Justice – Liberty – Equality and Theory of Rights	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	UN Covenants and Conventions: ICCPR – ICSECR – CRED –CEDAW – CRC – CAT – UNHCR (Refugee Convention), Genocide, Migrants.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	International Mechanism – Monitoring – Enforcement – Protection – Amnesty International - Human Rights Watch - United Nations Commission on Human Rights – Role of INGO’s – NGO’s – Global Civil Society	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Human Rights in India – Constitutional Safeguards – Role, Functions, and Structure of NHRC and SHRC – National Commission Women, Child, and Migrant – Rights and Safeguards for the LGBTQIA+ community in India – SC/ST Commission, Minorities Commission	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Roosevelt Eleanor, “*Universal Declaration of Human Rights*”, Applewood Books, 2001.
2. **Freeman, Michael, Human Rights, New Delhi: Atlantic for Polity Press, 2003**
3. “*Human Rights: A Reference Manual* “for UGC & Other Competitive Examinations
Meena Kumar Alok, Pointer Publishers,2009.

4. Dr.S.C.Singhal, , “*Human Rights* “, Lakshmi Narain Agarwal Publishers,2020.
5. Girija .M., “*Human Rights – An Overview*”, S.Chand Publications, 2016.

Suggested Readings

1. Martin Scheinin – *Economic and Social Rights as Legal Rights Agenda for Development*; An Agenda for Peace (A/47/277-S/24111) June17, 1992.
2. David P. Forsythe – *The United Nations, Human Rights and Development* An Agenda for Peace, Supplement (A/50/60-S/1995/1) January 3, 1995.
3. Alstar Philip (edited) *The UN and Human Rights: A Critical Appraisal*. USA: Oxford University Press, 1995
4. Rajan, M.S., ed., *United Nations at Fifty and Beyond*, New Delhi: Lancers Books, 1996.
5. Alferdsson, Gudmundur and Eide, Asbjorn, ed., *The Universal Declaration of Human Rights: A Common Standard of Achievement*, Martinus Nijhoff publishers, The Hague 1999.
6. Henry Steiner, Philip Alston - *International Human Rights in Context- Law, Politics and Morals*, 2000.
7. Monshipouri, Mahmood, Englehart, Neil, et.al., eds., *Constructing Human Rights In The Age of Globalization*, New Delhi: Prentice-Hall, 2004.
8. Vijapur, Abdulrahim and Savitri, K., ‘*The International Covenants on Human Rights: An Overview*’, *India Quarterly*, 62(2): 1-37, 2006.
9. Mertus, Julie, *The United Nations and Human Rights: A Guide for a New Era*, 2 nd edn. Routledge, London, 2009
10. Rahman, Anisur, ed., *Human Rights and Social Security: Perspectives, Issues and Challenges*, New Delhi: Manak Publications, 2011.
11. Donnelly, Jack, *Universal Human Rights in Theory and Practice*, Jaipur: Rawat, 2014.
12. Wilmer, Franke, *Human Rights in International Politics: An Introduction*, New Delhi: VIVA Books, 2016

Web Resources

- 1.<http://www.un.org/rights/HRToday> - Human Rights today : A United Nations Priority
- 2.<http://www.amnesty.org/> - Amnesty International
- 3.<http://www.hrweb.org/> - Human Rights Web
- 4.<http://www.law-lib.utoronto.ca/Diana> - Women’s Human Rights
- 5.<http://www.unhcr.ch/> - United Nations High Commission for Refugees

[6.http://hdl.handle.net/10603/5157](http://hdl.handle.net/10603/5157) - International Human Rights Movements and Protection of Women's Rights

[7.http://hdl.handle.net/10603/236491](http://hdl.handle.net/10603/236491) - Human Rights in India A Prospect and Retrospect with Special Reference to Fundamental Rights under the Constitution of India

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	Students will understand the historical growth of the idea of human rights	K1, K2
CO 2	Students will be sensitized with the International standards of the Human Rights	K3, K5
CO 3	Students will be able to examine the Global and Regional development of Human rights in various countries including Europe, America, Africa and Arab.	K4, K6
CO 4	Students will be aware of the constitutional safeguards from an Indian Perspective.	K3, K5
CO 5	Students will be exposed to untouched concepts with respect to human rights.	K1, K6

COURSE DESCRIPTOR

Course Code	PHT4MC04
Course Title	HISTORY OF THE MARGINALIZED – A SUBALTERN PERSPECTIVE
Credits	3
Hours/Week	5
Category	MC
Semester	IV
Regulation	2022
Course Overview	
<ol style="list-style-type: none"> 1. The aim of the course is to study about the marginalized in the post-Independence period 2. It also discusses about the emergence of subaltern as a school of thought 3. The Course will help the students to understand about the need for the subaltern studies 4. The course will also highlight the causes for the subaltern movements across the country. 5. The course will also help the students to know about the leaders and their contribution to subalterns across the country 	
Course Objectives	
<ol style="list-style-type: none"> 1. To learn the subaltern theory of the Ranajit Guha 2. To use the subaltern theoretical lens to understand the struggle of the Indian subaltern groups in the Modern Indian History 3. To discuss about the different gender issues across the country 4. To examine the origin and growth of caste system and the colonial impact on caste system. 5. To understand different national and regional mechanisms for the upliftment of the Subalterns. 	
Prerequisites	Basic knowledge about the depressed section of the society

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Unit – I Overview of Colonial and Post –Colonial Historical Writings – Emergence of Subaltern School – Ranajit Guha - Subaltern Manifesto – Identifying the ‘Subaltern’ groups in History – the need for studying ‘Subaltern’ People – Critique of Subaltern School & Limitations.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Unit-II Gender: Without ‘her’ in History - Socio-Economic and Educational status of Women - Legal Protections – Women’s Organizations and Movements – National and International Mechanism – Transgender community - Towards Gender Justice.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Unit- III Subaltern Approaches on Caste System: Elitist Ideology Domination – Indian Caste System: Origin and Development – Colonial impact on Caste System – Caste Polarization - Dalit Question: Definition and Meaning – Practices of Untouchability– Exploitative Forms of Labour	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Unit- IV Subaltern Ideology: Resistance - Jyothiba Phule – Dr.B.R.Ambedkar - Narayana Guru – Ayyankali - Ayothidass Pandit – Rettamalai Srinivasan - M.C.Raja – Periyar	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Unit-V Emerging Subaltern Voices: Subaltern Mobilization: Construction of Dalit Identity and Dalit Movements – Assertion -Dalit Indian Chamber of Commerce and Industry (DICCI) - SC/ST Commission Act – SC/ST (Atrocities) Act - National Campaign of Dalit Human Rights (NCDHR) – National Confederation of Dalit and Adivasi organization (NACDAOR) – BSP – VCK – From Caste bondage to Liberation	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. Ranajit Guha, ed. *Subaltern Studies: Writings on South Asian History & Society*. New Delhi: Oxford University Press India, 1982.p: 1 to 9
2. Guha, Ranajit and Gayatri Chakravorty Spivak, eds. *Selected Subaltern Studies*. New York: Oxford University Press, 1988.
3. Guha, Ranajit, ed. *A Subaltern Studies Reader: 1986-1995*. Minneapolis: University of Minnesota Press, 1997.
4. Shail Mayaram, M. S. S. Pandian, and Ajay Skaria, ed. *Subaltern Studies XII: Muslims, Dalit and the Fabrications of History*. New Delhi: Permanent Black and Ravi Dayal Publisher, 2005.
5. Sarkar,Sumit, *The decline of the Subaltern in Subaltern Studies*,Chapter-3, Writing Social History, Oxford University Press, Delhi, 1997.
6. Sarkar,Sumit, *The Many World of Indian History* , Chapter-1 , Writing Social History, , Oxford University Press, Delhi, 1997.

Suggested Readings

- 1.Guha Ranajit, '*On Some Aspects of the Historiography of Colonial India*', in Gayatri C. Spivak and Ranajit Guha (eds), *Selected Subaltern Studies* (New York: Oxford University Press, 1988), p. 40.
- 2.Guha Ranajit, *Dominance without Hegemony: History and Power in Colonial India*, Harvard University Press, 2007.
- 3.Chatterjee, '*After Subaltern Studies*', *Economic and Political Weekly* 35 (2012), p. 46.
- 4.Guha Ranajit, *The Small voice of History: Collected Essays*, (eds) Partha Chatterjee, New Delhi, Permanent Black, 2009.
- 5.Partha Chatterjee, *The Nation and its Fragments: Colonial and Postcolonial Histories*, Princeton University Press, 1993.
- 6.Dipesh Chakrabarty, '*Subaltern Studies in Retrospect and Reminiscence*', *Economic and Political Weekly* 48:12 (2013), pp. 23–27.
- 7.Ablime Roy, *Human Rights of Women*, Royal Publication, 2003.
- 8.Desai Neera, *Women in Modern India*, Ajanta Publishers, New Delhi,1987
- 9.Dharma Vir, *Contemporary Indian Women*, Collected Works, 6 Vols, Academic Publishers, 1996.
- 10.Human Rights Watch, *Broken People (Caste Violence against India's Dalits)*. James Massey, *A Concise History of Dalits*, Bangalore, 1989.
- 11.Louis Prakash, *Political Sociology of Dalit Assertion*, Gyan Publication House, New Delhi, 2003.
- 12.Michael S.K. (Ed.), *Dalits in Modern India*, Vistaar Publications, New Delhi, 1999.
- 13.Misra, N., *Exploitation and Atrocities on the Dalits in India*, Kalpaz Publication, New Delhi, 2004.
- 14.Shah, G., *Dalit Identity and Politics*, Sage Publication, New Delhi, 2001.

15. Urvasi Bhutalia, Resurgent Patriarchies (Challenges for Women's Movement), Varalakshmi Janapath, Indian Women through the Ages, Gyan Publication House, New Delhi, 2002.

Web Resources

1. National Digital Library of India - <https://ndl.iitkgp.ac.in/>
2. Shodhganga - <https://shodhganga.inflibnet.ac.in>

E-Journals :

1. <https://www.epw.in/journal/2019/43/special-articles/subaltern-historiography-working-class-and-social.html>
2. <https://scholarblogs.emory.edu/postcolonialstudies/2020/02/17/subaltern-studies/>
3. https://www.academia.edu/44551402/RANAJIT_GUHA
4. <https://www.jstor.org/stable/2678074>
5. https://www.sas.upenn.edu/~dludden/ReadingSS_INTRO.pdf
6. <http://magazines.odisha.gov.in/Orissareview/2014/Nov/engpdf/82-87.pdf>
7. <https://home.csulb.edu/~ssayeghc/theory/subalternstudies.htm>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	The Course will help the students to understand about the need and importance of the subaltern studies	K1, K2
CO 2	The course will also help the students to trace the evolution of subalterns as an identity	K3
CO 3	The students will also learn about the hardships of the different marginalized sections of the society	K4
CO 4	It also helps the students to understand about how they broke away from the existing norms of the society	K5
CO 5	The course will also help the students to be progressive in their approach towards the marginalized section of the society	K6

COURSE DESCRIPTOR

Course Code	PHT2ME01
Course Title	INDIAN INTELLECTUAL THOUGHT
Credits	2
Hours/Week	4
Category	ME
Semester	II
Regulation	2022
Course Overview <ol style="list-style-type: none">1. The aim of the course is to analyse the History of Modern India from an Intellectual perspective.2. The Course will trace how the transition happened from the medieval to the modern times in Indian History.3. The course will highlight the key aspects of modernity and the subsequent influence of western philosophy in 18th and 19th century India.4. The course will analyse and study the different strands of intellectuals who played an important role in the complex annals of the Indian Freedom Movement.5. The course will examine the ideologies that shaped the world in the 20th century.	
Course Objectives <ol style="list-style-type: none">1. To expose the students to the intellectual tradition of India.2. To study the eminent intellectual thinkers' paradigms.3. To understand modern Indian political thought, to enable a broad view of the historical processes through which modern polity has emerged.4. To understand the composite Indian culture represented by the intellectuals.5. To introduce students to Indic world views and philosophical systems, which are enriched and deepened by historical debate.	
Prerequisites	Basic knowledge of Modern Indian History

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	<p>PRE-MODERN SOCIO-RELIGIOUS POLITICAL THOUGHT</p> <p>State and Sovereignty in Ancient and Medieval India – Social Contract theory – Organic theory- Religion and Polity – Reformatory movements of the Ancient and Medieval era – counter-responses – Drain of wealth Theory – Safety Valve theory</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	<p>SALIENT FEATURES OF MODERN INDIAN POLITICAL THOUGHT</p> <p>Socio-political and economic transition in the 19th century – Orientalist and Anglican Educational perspectives – Transport and Communication - Colonial Modernity – Arrival of Nationalism</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	<p>REFORMIST RESPONSES</p> <p>Raja Rammohun Roy – Brahma samaj – criticisms – E.V. Ramasamy – Periyar- critique of Hindu and Brahmin Domination – Dravidian Mobilization - Narayana Guru - SNDP Movement</p>	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	<p>LIBERALISTS AND REVOLUTIONARY THINKERS OF THE 19TH AND 20TH CENTURIES</p> <p>Sir Syed Ahmad Khan – contribution to Muslim education – Aligarh Movement - Gopal Krishna Gokhale – Servants of India society — M.N. Roy – Roy’s Marxism – critique of Marxism – Radical Humanism – J.P. Narayan – Sarvodaya – Total Revolution - Emergency</p>	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

V	TORCHBEARERS OF CONTEMPORARY INDIA B. R. Ambedkar: Making of the Indian constitution – Leader of the Oppressed – Neo Buddhism; J.N. Nehru: Ideas of Democracy, Secularism, Socialism – Maker of Modern India; M. K. Gandhi: Non – Violence and Satyagraha – Non-Cooperation Movement – Rural Reconstruction.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
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Text Books

1. Chandra Bipan, *History of Modern India*, Orient Blackswan, New Delhi, 2009.
2. Naidu, B.N. *Intellectual History of Colonial India*, Rawat Publications, New Delhi, 1996.
3. Vishnuo Bhagwan, *Indian Political Thinkers*, Atma Ram and Sons, Delhi, 1996.
4. John Keay, *India- A History: from the earliest civilization to the boom of the 21st century*, Harper Press, 2010.
5. Bipan Chandra, *India's Struggle for Independence*, Penguin Random House Publishers, 2016.
6. Sumit Sarkar, *Modern India 1885- 1947*, Pearson Education India, 2014.

Suggested Readings

1. Das, H.H., and Patra, P.S.N., *Indian Political Traditions*, Sterling Publisher Pvt., Ltd., New Delhi, 1995.
2. Debi, Chatterjee, *Marxist Thought in India*, Chatterjee Publishers, Calcutta, 1985.
3. Kapoor, A.N. & Gupta, V.P., *Dictionary of Gandhian Thought*, Ambe Books, New Delhi, 1995.
4. Kumar, R., (ed.) *Essays on Gandhian Politics*, Clarendon Press, Oxford, 1971.
5. Mathur Sobhag and Goyal Shankar, *Spectrum of Nehru's thought*, New Delhi, 1994.
6. Mukhi, H.R., *Modern Indian Political Thought*, SBD Publishers and Distributors, New Delhi, 1997.
7. Prasad Bimal, *Gandhi, Nehru and J.P studies in leadership*, Chanakya Publications, New Delhi, 1985.
8. Ray, B.N. *Tradition and Innovation in Indian Political Thought Politics and Vision*, Ajanta Publications, New Delhi, 1998.
9. Jawaharlal Nehru, *Discovery of India*, Notion Press, 2021.
10. Yasmin Khan, *The Great Partition*, Yale University Press, Connecticut, 2008.
11. Ramachandra Guha, *India after Gandhi*, Picador India, 2017.
12. Sashi Tharoor, *The Great Indian Novel*, Penguin publishers, 2014.

13. N.K. Mangala Murugesan, *Self-Respect movement in Tamil Nadu from 1920-1940*, Koodal Publishers, Madurai, 1977.
14. Dr.K.Veeramani, *Collected works of Periyar*, The Periyar self-respect propaganda institution, 2016.
15. M.K.Gandhi, *Gokhale my political guru*, Navjivan Publishing house, Ahmadabad, 1955.
16. *M.N.Roy's Memoirs*
17. Leon Baradat, *Political Ideologies – their origin and impact*, Routledge, 2016.
18. Percival Spear, *The History India, Vol 2*, Penguin Publishers, 2000.
19. Percival Spear, *Oxford History of Modern India 1740- 1947*, OUP India, 1997.
20. A.R.Desai, *Social Background of Indian Nationalism*, Sage Publications India Pvt. Ltd., 2016.
21. Sekhar Bandyopadhyay, *From Plassey to Partition*, Orient Blackswan Publishers, New Delhi, 2014.

Web Resources

- 1.National Digital Library of India - <https://ndl.iitkgp.ac.in/>
- 2.Shodhganga - <https://shodhganga.inflibnet.ac.in>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	Students will be able to examine the institutional basis of ancient and medieval India.	K1, K2
CO 2	Students will be able to formulate the basis of modern India through different concepts like modernity, Rule of Law, etc.	K3
CO 3	Students will be able to analyze the process of the rise of modern India and its foundation made by intellectual thinkers.	K4
CO 4	Students will be able to analyze various schools of thought pertaining to Indian Nationalism.	K5
CO 5	Students will have a composite understanding of the Indian culture represented by intellectuals.	K6

COURSE DESCRIPTOR

Course Code	PHT3ME02
Course Title	ECONOMIC HISTORY OF MODERN INDIA (1757 -1947)
Credits	2
Hours/Week	4
Category	ME
Semester	III
Regulation	2022
<p>Course Overview</p> <ol style="list-style-type: none"> 1.To provide an overview of the Indian Economic History 2.The Course will trace how the English East Indian Company established themselves in Mughal India. 3.The course will highlight the Economical causes for the native resistance against the colonial powers 4.The course will analyze, the impact of Colonial Government and their policies in British India 5.The course will examine the Evolution of Economic Nationalism and its impact on Modern Indian society 	
<p>Course Objectives</p> <ol style="list-style-type: none"> 1. The aim of the course is to introduce the History of Modern Indian Economy 2. To analyze the establishment of English East Indian Company and their conflict with the native rulers 3. To examine the role of English East Indian Company in the field of Industry and Agriculture. 4. To understand the Economic Degradation was the main reason behind rising political consciousness and the freedom movement in British India 5. To examine how the term Drain of Wealth became concomitant with the history of Freedom Struggle in India 	
Prerequisites	Basic knowledge of Modern Indian History

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Indian Economical History: Issues and Challenges Different Approaches – Debate on Three Stages of British Colonialism (Mercantilism, Laissez faire or Industrial Capital, Financial Imperialism)	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Indian Economy Prior to the British rule – Nature and Structure – Urban and Rural – Agrarian and Non-Agrarian Society – Trade and Indigenous banking Systems – Indian Manufactures for external and Inland Commerce.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	The English East Indian Company and its rule in Bengal and South India – Introduced new Land Revenue System or New Property rights – Permanent System – Ryotwari System – Mahalwari System and other systems – Socio-Economic Impacts of new Revenue Systems – Commercialization of Agriculture	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Drain of Wealth – Economic Consequences of new roadways, railways and Communications – Process of Deindustrialization – Rural Independence – Subjugation of Indian Market – Migration Pattern – Plantation Economy - Famines and Famine Commissions	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	Rise of Modern Indian Industries like Iron, Steel – Evolution of Economic Nationalism – History of Finance Banking (1800 – 1947) – Indian Economy in the Mid of Two World Wars – Reserve Bank of India.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
Text Books <ol style="list-style-type: none"> 1. Bhatia, B. M, Famines In India: A Study In Some Aspects Of The Economic History of India, 1860-1945, Asia Publishing House, Bombay 1963. 2. Chandra, Bipan, Rise and Growth of Economic Nationalism in India, P. P. H., Delhi, 1991 3. Sarkar, Sumit, Modern India, 1885-1947, Macmillan India Ltd., New Delhi, 1984. 4. .Raychaudhuri, Tapan and Habib Irfan (eds.) Cambridge Economic History of India, Vol. I, S. Chand, Delhi, 1984 				

5. Kumar Dharma and (ed.), The Cambridge Economic History of India. Vol.II, C 1757 to C 1970 , Cambridge University Press, Cambridge, 1982, (Indian Edition by Orient Longmans, 1984)
6. Dutt, R. C, Economic History of India, 2 Vols, Government of India Publication Division, New Delhi, Reprint, 1980

Suggested Readings

- 1.Gadgil, D. R. The Industrial Evolution Of India in Recent Times 1860-1939 Oxford University Press, New Delhi, 5th Edition, 1973.
- 2.Guha, Ranjit and Spivak, Gayatri (eds.) Selected Subaltern Studies,(eds.), Oxford University Press, Delhi, 1983.
- 3.Guha, Ranjit, Elementary Aspects of Peasant Insurgency in Colonial India, Oxford University Press, New Delhi, 1983.
- 4.Sarkar, Sumit, Writing Social History, Oxford University Press, New Delhi, 1997.
- 5.Baden-Powell B. H., The Land Systems of British India, Vol. I and II, The Clarendon Press, Oxford, 1892.
- 6.Bayly, C. A., Indian Society and the making of the British Empire, New Cambridge History of India, Cambridge University Press, 1987.
- 7.Chandra, Bipan, and et.al., India's Struggle for Independence 1857-1947, Penguin, Delhi,1996.
- 8.Chandra, Chandra, Nationalism and Colonialism In Modern India, Orient Longman, New Delhi, 1981.
- 9.Desai, A. R., Peasant struggle in India, Oxford University Press, New Delhi, 1981.
- 10.Desai, A. R, Social Background of Indian Nationalism, Popular Prakashan, Mumbai, 1984.

Web Resources

- 1.National Digital Library of India - <https://ndl.iitkgp.ac.in/>
- 2.<https://www.asianstudies.org/publications/eaa/archives/the-history-of-economic-development-in-india-since-independence/>
- 3.<https://www.jstor.org/stable/2119606>
- 4.<https://frontline.thehindu.com/other/article30174854.ece>
- 5.<https://www.pacificatrocities.org/forgotten-history-of-pacific-asia-war-podcast-s01e33-the-timeline-of-indias-independence>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To highlight the economical conditions of Mughal India on the eve of the establishment of European companies	K1, K2
CO 2	To explain the significance of the British rule in India	K3
CO 3	To identify the role of colonial government in Deindustrialization and Degradation of Rural Indian Economy	K4
CO 4	To analyze the nature of Indian Economy during colonial period and the role of INC in the freedom movement	K5
CO 5	To examine the emergence of Modern Indian Industries and its impacts on Post-Independence Indian Economy.	K6

COURSE DESCRIPTOR

Course Code	PHT3ID01
Course Title	HISTORY OF WOMEN DEVELOPMENT
Credits	3
Hours/Week	6
Category	ID
Semester	III
Regulation	2022
Course Overview	
<ol style="list-style-type: none"> 1. The aim of the course is to study about women and their empowerment in the Indian scenario. 2. The course will highlight the status of women through different ages in History. 3. The course will illustrate the efforts taken towards women development in the colonial period. 4. The course will discuss important women personalities in different walks of life. 5. The course will analyse global commitment towards women empowerment. 	
Course Objectives	
<ol style="list-style-type: none"> 1. To acquire knowledge on History of Women Development, Empowerment and current status of Women in India. 2. To analyse the colonial policies towards Women and its implications. 3. To examine the role of Women Organizations and Women movements in Modern India. 4. To assess the contemporary opportunities for Women Development. 5. To identify the involvement of Government and International communities towards betterment of Women lives. 	
Prerequisites	Basic understanding of issues related to women and women development.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Understanding Gender – Overview of Indian History from Gender Perspective – Condition of Women in Vedic period – Women in Public sphere in Ancient India – Representation of women in Arthashastra & Manusmriti - Position of Women in Medieval society – Femininity and Political power – Women in Bhakti Movement	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Colonial status of women – Social Reform Movements & Women Empowerment – Women Education - debates in 19 th & 20 th centuries – Social Legislations for women – Women Activists – Savitribai phule, Sarojini Naidu, Pandit Ramabai, Dharmambal, Vijayalakshmi pandit, Muthulakshmi reddy, Moovalur Ramamirtham - Emergence of Women studies	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Formation of Women Organisations – Role of Women in Freedom struggle – Women Movements in India – Women Suffrage - Feminism -Feminist Theories - Feminist Historiography – Women Historians in India	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Contemporary Women - Violence against women - Women's Rights - Constitutional Provisions for women - Political representation – Women and Science - Women in Sports - Women in Media - Government Policies for Women	17	CO 1 CO 2 CO 3	K1, K2, K3, K4, K5, K6

	Empowerment		CO 4 CO 5	
V	Women Entrepreneurship - Self-help groups - Microcredit - Gender Budgeting - National Commission for Women – UN women – “He for She” Initiative – Changing role of Women in the era of Globalization.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Books for Reference:

1. Gupta, Archana Garodia., The Women who ruled India: Leaders, Warriors and Icons, Hachette Publications, 2019.
2. Joshi, Yugal., Women Warriors in Indian History, Rupa publications, 2017.
3. Anand, Sugam., Women in Modern Indian History, Raj Publications, 2010.
4. Roy, Kumkum., ed, Women in Early Indian History (Readings in Early Indian History), Manohar Publishers & distributors, 1999.
5. Ansari, Iftekhar Ahmed., Women and Development - Opportunities and Challenges, Raj publications, 2015.
6. Mukhoty, Ira., Heroines: Powerful Indian Women of Myth and History, Aleph book company, 2017.
7. Gooptu, Suparna., Writing Women in History: Glimpses from India’s Colonial Past, K.P. Bagchi and Company, 2019.
8. Mukhoty, Ira., Daughters of the Sun: Empresses, Queens & Begums of the Mughal Empire, Aleph book company, 2018.
9. Kumar, Radha., A History of Doing: An Illustrated account of Movements for Women’s Rights & Feminism in India, 1880-1990, New Delhi: Kali for Women, 1993.
10. Kiran, Prasad., Women, Globalization and Mass Media: International Facets of Emancipation, The Women Press, 2006.

Suggested Readings:

1. Inderpal Grewal and Caren Kaplan, An Introduction to Women’s Studies: Gender in a Transnational World (2nd Edition), Boston, MA, McGraw-Hill, 2006.
2. Jane Pilcher and Imelda Wheelan, 50 Key Concepts in Gender Studies, London, Sage Publications, 2004.

3. Amrita Basu, Women's Movements in the Global Era: The Power of Local Feminisms (Ed.), Colorado, Westview Press, 2017.
4. Desai, Neera & Thakkar, Usha, Women in Indian Society. New Delhi: National Book Trust, 2009.
5. Thapan, Meenakshi., Living with Body: Embodiment, Womanhood and Identity in Contemporary India. New Delhi: Sage Publication, 2009.

Web Resources

1. <https://shodhganga.inflibnet.ac.in/handle/10603/111045>
2. <https://egyankosh.ac.in/bitstream/123456789/58834/1/Unit1.pdf>
3. <https://www.researchgate.net/profile/Pradeep-Devadasan/publication/334249916>
4. https://www.researchgate.net/publication/335813018_Contemporary_Women_and_Modern_Indian_Society
5. <https://www.ijser.in/archives/v1i3/SjIwMTM1MA==.pdf>

Course Outcomes (COs)

COs	CO Description	Cognitive Level
CO 1	To locate the status of women historically and to understand the social construction of womanhood in India under various tradition	K1, K2
CO 2	To sensitize with gender issues, marginalized groups, legislations and gender responsive decision making	K3
CO 3	To understand the emergence of women's question in India and Women's Activism/Movements in Post-Independence India.	K4
CO 4	To analyze the Indian constitution, the specific rights of women and children, laws related to family and marriage etc.	K5
CO 5	To assess the working of National machinery and International agencies for women's development.	K6

COURSE DESCRIPTOR

Course Code	PHT2CD01
Course Title	HISTORY OF ENVIRONMENT IN INDIA
Credits	1
Hours/Week	3
Category	CD
Semester	II
Regulation	2022
Course Overview <ol style="list-style-type: none">1. The aim of the course is to create awareness about the environment around us.2. The course will trace the conservation of the environment through the ages.3. The course will highlight the commitment of the British government towards protection of ecology.4. The course will assess the challenges posed by human beings upon the environment.5. The course will analyse the global efforts on maintaining the ecology.	
Course Objectives <ol style="list-style-type: none">1. To understand the importance of Ecological studies2. To study the ancient cultural traditions and conservation practices for the environment.3. To analyse colonial policy towards preservation of the environment.4. To access the threats to the environment and study various protection measures.5. To understand the participation of international communities & environmental organizations.	
Prerequisites	Basic understanding of the environment around us and issues related to it.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	Definition, Scope and Importance of Ecological studies – Components & types of Ecology - Ecology as a part of social studies.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	Ecology & Early societies – Resource use – Hunting and Gathering – Origins of Agriculture – Growth of civilizations – Indian Philosophy and Ecology – Conservation through the ages.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	Colonialism and Ecology – Native settlers & their Traditions - Industrialization – impacts – Plantations – Resource management – Water, Forest & Land – Ecological conservation by colonial government - Emergence of Ecology as a field of study.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	Environmental concerns – Pollution – Deforestation – Climate change – Population and its Impacts - Threat to Biodiversity – Ecological Movements – Gandhian Ecology - Indira Gandhi's Efforts - Development Models on Environment - Related Debates - Contribution of Medha Patkar	17	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	UNEP – Rio Earth summit – SDG – International Conferences - Constitutional Provisions – Environmental protection act – Forest policies – Coastal Regulations – Wetland conservation – Waste Management - National Green Tribunal – India's Initiatives.	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
Text Books <ol style="list-style-type: none"> 1. Kedarta, Ranjeet Singh, Environmental and Ecological History of India, Evincepub Publishing, 2019. 2. Kaushik, Anubha & Kaushik, C.P., Perspective in Environmental studies, New age International Publishers, 2018. 				

3. Chakrabarti, Ranjan, Ed, Critical Themes in Environmental History of India, SAGE Publications India pvt ltd, 2020.
4. Trivedi, Abha, Management of Environment Through Ages, IBCP Publisher, 2007.
5. Mackenzie, John M, The Empire of Nature: Hunting, conservation & British Imperialism, Manchester University Press, 1988.
6. Rangarajan, Mahesh & Sivaramakrishnan, K, Ed., India's Environmental History: From Ancient times to the colonial period: A reader, vol.1&2, Permanent Black publications, 2012.
7. Gadgil, M & others, Forest Management & Forest Policy in India: A critical review social action, vol.33, 1983.
8. Guha, Ramachandra, Forestry in British & Post-British India: A Historical Analysis, Economic & Political weekly, 29th oct, 5-12, Nov,1983.
9. Gadgil, Madhav & Guha, Ramachandra, This fissured land: An Ecological History of India, Oxford University Press, 1992.
10. Basu, M Xavier., Fundamentals of Environmental studies, Cambridge University Press, 2016.

Suggested Readings

1. McNeill, R John, Something new under the sun: An Environmental History of the twentieth century, W.W.Norton & company, 2001.
2. Thapar V, Land of the Tiger: A Natural History of the Indian subcontinent, University of California Press, 1998.
3. Cederlof, Gunnel & Sivaramakrishnan, K., Ed, Ecological Nationalisms: Nature, Livelihoods & Identities in South Asia, Permanent Black publications, 2005
4. Lafferty, W & Eckerberg, K, Ed, From Earth summit to Local agenda 21: Working towards Sustainable Development, London, 1998.
5. Chakrabarti, Ranjan, Ed, Situating Environmental History, Manohar publications, 2007.
6. Sharma, P.D & Sharma, P.D, Ecology & Environment, Rastogi publications, 2005.
7. Asthana, D.K. & Asthana, Meera., A Textbook of Environmental studies, S Chand & company, 2010.
8. Guha, Ramachandra & David, Arnold, Ed, Nature, Culture & Imperialism, Oxford University Press, 1998.
9. Fisher, H. Michael, An Environmental History of India: From Earliest Times to the Twenty-First Century, Cambridge University Press, 2018.
10. Husain, Majid, Environment & Ecology, GK Publications Pvt Ltd, 2019.

Web Resources

1. https://www.researchgate.net/profile/Benudhar-Patra-2/publication/343547680_ENVIRONMENT_IN_EARLY_INDIA_A_HISTORICAL_PERSPECTIVE/links/5f30f3f892851cd302ebb23a/ENVIRONMENT-IN-EARLY-INDIA-A-HISTORICAL-PERSPECTIVE.pdf?origin=publication_detail
2. https://www.mids.ac.in/assets/doc/WP_203.pdf
3. <https://shodhganga.inflibnet.ac.in/>
4. <https://egyankosh.ac.in/>
5. <https://journals.sagepub.com/>

Course Outcomes (COs)

Cos	CO Description	Cognitive Level
CO 1	To trace the Environmental consciousness of Ancient societies.	K1, K2
CO 2	To understand the traditional environmental preservation techniques.	K3
CO 3	To analyze the importance given to modern Ecological studies.	K4
CO 4	To examine the role of Ecological movements and Organizations	K5
CO 5	To illustrate the world's commitment for conserving the environment.	K6

COURSE DESCRIPTOR

Course Code	PHT2CD02
Course Title	GLIMPSES OF WORLD HISTORY
Credits	2
Hours/Week	3
Category	CD
Semester	II
Regulation	2022
Course Overview	
<p>1.The aim of the course is to analyze the History of the Modern World from the onset of the Renaissance period.</p> <p>2.The Course will trace the trajectory of world politics from the onset of the Industrial Revolution.</p> <p>3.The course will highlight the key aspects of Post Medieval Ideologies and Philosophies.</p> <p>4.The course will analyze and study the different individuals who shaped the course of the modern world thereby indirectly understanding the Human Psyche.</p> <p>5.The course will act as a link towards understanding the contemporary world.</p>	
Course Objectives	
<p>1.To explain large-scale and long-term historical developments of global scope.</p> <p>2.To understand the basic facts and identify the central trends of the history of the world since 1500.</p> <p>3.To interpret and approach world history in a way that recognizes the continuities and connections while also stressing the importance of historical disjuncture.</p> <p>4.To explain ideas, practices, and historical developments of major belief systems.</p> <p>5.Reflect upon choices humans have made in the past and consider how choices made today may affect the future.</p>	
Prerequisites	No Prerequisites required but a basic knowledge of Ancient and Medieval World History would be a bonus.

SYLLABUS

Unit	Content	Hrs	COs	Cognitive Level
I	IDEOLOGIES OF THE MODERN WORLD Renaissance - Liberalism – John Locke – John Stuart Mill – Immanuel Kant – Romantic Idealism - Capitalism - Socialism – Utopian Socialism – Marxism – Communism – Democratic Socialism – Anarchism – Gandhian principles and impact	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
II	SOCIO-POLITICAL REVOLUTIONS Industrial Revolution – impact on geopolitics – American Revolution- French Revolution – Russian Revolution – Xinhai Revolution	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
III	AGE OF INSTABILITY Unification of Europe – Secret Alliances – World War I – Peace Treaties – Wilsonian Principles - League of Nations	15	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
IV	INTERWAR PERIOD AND WORLD WAR II Great Depression – An economic perspective – Fascism, and Nazism – Mustafa Kemal Pasha – Soviet Union – World War II – United Nations – Decolonization - Bipolar world – Major events of the cold war – Disintegration of USSR	16	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6
V	SOCIO-POLITICAL MOVEMENTS OF THE 20TH CENTURY Women’s Suffrage and Early Feminism– Civil Rights Movement – Anti-apartheid movement – Non-Alignment Movement (NAM) – Great Leap Forward and Cultural Revolution in China – Green Peace Movement.	14	CO 1 CO 2 CO 3 CO 4 CO 5	K1, K2, K3, K4, K5, K6

Text Books

1. BV Rao, *History of Modern World*, Sterling Publications Pvt. Ltd., 2018.
2. Jain and Mathur, *History of Modern World*, 1899.
3. B.V.Rao, *History of Modern Europe*, Sterling Publications Pvt. Ltd., 2018.
4. Krishna Reddy, C.M Ajay Kumar, *WORLD HISTORY: A Comprehensive Study of Modern World for Civil Services Examination | 2nd Edition*.
5. Hobsbawm Eric, *The Age of Revolution, 1789-1848*, Abacus Publishers, 1988.
6. Hobsbawm Eric, *The Age of Empire: 1875-1914*, Abacus Publishers, 1989.

Suggested Readings

1. Norman Lowe, *Mastering Modern World History*, 2018.
2. Leon Baradat, *Political Ideologies – their origin and impact*, Routledge, 2016.
3. Jeremy Black, *The World in the 20th Century*, Pearson Education Ltd., 2002.
4. Howard Zinn, *A People's History of the United States*, Harper Perennial, 2016.
5. John Darwin, *After Tamerlane: the rise and fall of global empires, 1400-2000*, Bloomsbury, 2009.
6. A. G. Hopkins (ed.), *Globalization in world history*, W. W. Norton, 2002.
7. Estelle B. Freedman, *No Turning Back: The History of Feminism and the Future of Women*, Ballantine Books, 2003.
8. Jared Diamond, *Guns, Germs, and Steel: The Fates of Human Societies*, RHUK, 1998.
9. Norman Davies, *Europe: A History*, Harper Perennial, 1998.
10. Miéville, *October: The Story of the Russian Revolution*, Verso Publishers, 2017.
11. Bill Bryson, *A Short History of Nearly Everything*, Random House, 2016.
12. Charles C. Mann, *Uncovering the New World Columbus Created*, Vintage Publishers, 2012.
13. Julia Lovell, *Maoism: A Global History*, Bodley Head Publishers, 2017.
14. Nelson Mandela, *Long Walk to Freedom*, Abacus Publishers, 1995.
15. **Christopher Lascelles**, *A Short History of the World*, Bloomsbury India, 2015.
16. **B. V. Rao**, *World History from Early Times to AD 2011*, Sterling Publications Pvt. Ltd, 2018.

Web Resources

- National Digital Library of India - <https://ndl.iitkgp.ac.in/>
Shodhganga - <https://shodhganga.inflibnet.ac.in>

Course Outcomes (COs)

Cos	CO Description	Cognitive Level
CO 1	Students will have a broad understanding of various ideologies that shaped the world in the post-industrialization era.	K1, K2
CO 2	Students will understand the process of colonialism in different parts of the world.	K3
CO 3	Students will have a solid idea of the problems facing the contemporary world in the light of its background history.	K4
CO 4	The necessity of Universal-Brotherhood for a peaceful world would be imparted to the students.	K5
CO 5	Students will have a composite understanding of contemporary world politics.	K6

COURSE DESCRIPTOR

Course Code	PHT3VA01
Course Title	PUBLIC ADMINISTRATION
Credits	1
Hours/Week	2
Category	Value Added Course
Semester	III
Regulation	2022
Course Overview: <ol style="list-style-type: none">1. To provide an overview of the Public Administration in India2. The course will trace how the system of Public Administration was established in British India.3. The course will highlight the Significance of Public policies in Indian Administration4. The course will analyze, the impact of Public Administration and its policies in present India5. The course will examine the Evolution of Rural and Urban local Administration and its impact on Modern Indian society	
Course Objectives: <ol style="list-style-type: none">1. To introduce courses and the syllabi as per the latest developments in the subject aimed at balancing the theoretical and practical aspects of the discipline.2. To promote research in the Public Policy and Public Administration field that can guide policymakers for effective planning.3. Train the students for the civil service examinations at the National and State levels4. To motivate students and practitioners for research to explore and gain insights into administrative processes;5. To act as a platform for providing skilled human resources for policy-making and administration.	

SYLLABUS

Unit	Content	Hours
I	Introduction: Meaning, scope & significance of Public Administration (PA), Evolution of PA & its present status, Public Choice approach, New Public Administration, New Public Management, Challenges of liberalization, Privatisation & Globalisation,	14
II	Evolution of Indian Administration: Legacy of British rule in administration, Kautilya Arthashastra, Mughal administration, salient features of Indian constitution, Bureaucracy democracy, and development, Good governance initiatives, Citizen charter, etc..	14
III	Union and State Government Administration: Intra governmental relations, Executive, Parliament, Judiciary – structure, functions & work processes, Indicative planning, Constitutional Amendments (1992), National Development Council, Process of plan formulation at Union & State levels, Union State administrative, legislative & financial relations, Role of the Finance Commission, Governor, etc.	16
IV	Rural and Urban local Administration Rural development programs, Institutions & agencies since Independence, 73rd Constitutional amendment, Decentralization & Panchayati Raj, etc 74th Constitutional Amendment, New localism, Global-local debate, Municipal governance: structures, main features, finance & problem areas, Politics & administration with special reference to city management	15
V	Significant issues in Indian Administration: National Human Rights Commission, Citizen administration interface, Values in public service, Corruption & administration, Regulatory Commissions, Grievance redressal	16

	mechanism, Criminalisation of politics & administration, Reforms in Police administration, administration in coalition regimes, Disaster management etc.	
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LOCF BASED DIRECT ASSESSMENTS

COGNITIVE LEVEL (CL) AND COURSE OUTCOME (CO) BASED CIA QUESTION PAPER FORMAT (PG)

SECTION		Q. NO	COGNITIVE LEVEL (CL)					
			K1	K2	K3	K4	K5	K6
A	(5 x 1 = 5) Answer ALL	1(a)	+					
		(b)	+					
		(c)	+					
		(d)	+					
		(e)	+					
	(5 x 1 = 5) Answer ALL	2(a)		+				
		(b)		+				
		(c)		+				
		(d)		+				
		(e)		+				
B	(1 x 8 = 8) Answer 1 out of 2	3			+			
		4			+			
C	(1 x 8 = 8) Answer 1 out of 2	5				+		
		6				+		
D	(1 x 12 = 12) Answer 1 out of 2	7					+	
		8					+	
E	(1 x 12 = 12) Answer 1 out of 2	9					+	
		10					+	
No. of CL based Questions with Max. marks			5 (5)	5 (5)	1 (8)	1 (8)	1 (12)	1 (12)
No. of CO based Questions with Max. marks			CO1		CO2	CO3	CO4	CO5
			10 (10)		1 (8)	1 (8)	1 (12)	1 (12)

Forms of questions of **Section A** shall be MCQ, Fill in the blanks, True or False, Match the following, Definition, Missing letters. Questions of **Sections B, C, D and E** could be Open Choice/ built in choice/with sub sections. Component III shall be exclusively for cognitive levels K5 and K5 with 20 marks each. CIA shall be conducted for 50 marks with 90 min duration.

COGNITIVE LEVEL (CL) AND COURSE OUTCOME (CO) BASED END SEMESTER EXAMINATION QUESTION PAPER FORMAT (PG)

SECTION		Q. NO	COGNITIVE LEVEL (CL)					
			K1	K2	K3	K4	K5	K6
A	(5 x 1 = 5) Answer ALL	1(a)	+					
		(b)	+					
		(c)	+					
		(d)	+					
		(e)	+					
	(5 x 1 = 5) Answer ALL	2(a)		+				
		(b)		+				
		(c)		+				
		(d)		+				
		(e)		+				
B	(3 x 10 = 30) Answer 3 out of 5	3			+			
		4			+			
		5			+			
		6			+			
		7			+			
C	(2 x 12.5 = 25) Answer 2 out of 4	8				+		
		9				+		
		10				+		
		11				+		
D	(1 x 15 = 15) Answer 1 out of 2	12					+	
		13					+	
E	(1 x 20 = 20) Answer 1 out of 2	14						+
		15						+
No. of CL based Questions with Max. marks			5 (5)	5 (5)	3 (30)	2 (25)	1 (15)	1 (20)
No. of CO based Questions with Max. marks			CO1		CO2	CO3	CO4	CO5
			10 (10)		3 (30)	2 (25)	1 (15)	1 (20)

IMPORTANT

- Forms of questions of **Section A** shall be MCQ, Fill in the blanks, True or False, Match the following, Definition, Missing letters.
- Questions of **Sections B, C, D and E** could be Open Choice/ built in choice/questions with sub divisions.
- Maximum sub divisions in questions of Sections B, C shall be 2 and 4 in Sections D, E).

TOTAL MARKS DISTRIBUTION OF DIRECT ASSESSMENTS BASED ON CL AND CO (PG)

Course Outcome	CO1		CO2	CO3	CO4	CO5	TOTAL
Cognitive Levels	K1	K2	K3	K4	K5	K6	
CIA 1	5	5	8	8	12	12	50
CIA 2	5	5	8	8	12	12	50
Comp III	-	-	-	-	20	20	40
Semester	5	5	30	25	15	20	100
Total Marks (CL)	15 (6%)	15 (6%)	46 (19%)	41 (17%)	59 (25%)	64 (27%)	240
Total Marks (CO)	30 (12%)		46 (19%)	41 (17%)	59 (25%)	64 (27%)	240