

## C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
<i>I</i>	<i>CC Theory</i>	<i>P24MHS101</i>	<b><i>HISTORY OF ANCIENT AND EARLY MEDIEVAL INDIA - PREHISTORY TO 1206 (CE)</i></b>	<b><i>90</i></b>	<b><i>5</i></b>	<b><i>25</i></b>	<b><i>75</i></b>	<b><i>100</i></b>

### Objectives

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

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Define of the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization.	<b>K1</b>
CO2	Compare the various theories of origin of Aryans, and their socio-economic life	<b>K2</b>
CO3	Identify the polity, administration and religious policy of Mauryas and the origin and development of new religions.	<b>K3</b>
CO4	Evaluate the significance of the age of Guptas and Harsha.	<b>K5</b>
CO5	Analyse the history of Peninsular India under various dynasties.	<b>K4</b>

Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)

### UNIT-I: Sources

**18 Hrs.**

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

### UNIT-II: Vedic Period

**18 Hrs**

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

## **C. Abdul Hakeem College (Autonomous), Melvisharam.**

### **UNIT-III: The Mauryan Imperial State**

**18 Hrs.**

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

### **UNIT-IV: Guptas, Polity and Administration**

**18 Hrs.**

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

### **UNIT-V: Peninsular India**

**18 Hrs.**

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

# \_\_\_\_\_ # **Self Study Component for Seminar/Assignment:**

**(Questions should not be asked from self-study component in the End Semester Examinations)**

#### **Text Books:**

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

#### **Reference Books.**

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

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### e-Resources

1. <https://sourcebooks.fordham.edu/india/indiasbook.asp>
2. <https://www.pbs.org/thestoryofindia/resources/websites/>
3. <https://archive.org/details/IndiaHistory>
4. (407) Abul Fazal - YouTube
5. <https://archive.org/details/in.ernet.dli.2015.279506/page/n1/mode/2up>

### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	2	3	3	2	3	3	3	3	2.8
CO2	3	3	2	3	3	3	3	3	3	3	3	2.9
CO3	3	3	3	2	3	3	2	3	3	3	3	2.8
CO4	3	3	2	3	3	3	2	3	3	3	3	2.8
CO5	3	3	3	2	3	3	2	3	3	3	3	2.8
Mean Overall Score = 2.8												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
(Dr. M.Sheik Aliyar)	HOD (Dr.Mohamed Farook)

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<i>I</i>	<i>CC Theory</i>	<i>P24MHS102</i>	<b><i>SOCIO CULTURAL HISTORY OF TAMIL NADU UPTO1565 CE</i></b>	<b><i>90</i></b>	<b><i>5</i></b>	<b><i>25</i></b>	<b><i>75</i></b>	<b><i>100</i></b>

### Objectives:

Present the early history of Tamil Nadu, Detail the history of Pallavas and their contribution, Highlight the impact of the Chola ruler's administration. Give an account of the history of Pandyas of Madurai, Explain the society, culture under Madurai Sultanate and Vijayanagar rulers.

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Find the early history of Tamil Nadu	<b>K1</b>
CO2	Explain the history of Pallavas and their contribution	<b>K2</b>
CO3	Identify the impact of the Chola rulers' administration	<b>K3</b>
CO4	Examine the history of Pandyas of Madurai	<b>K4</b>
CO5	Assess the society and culture under Madurai Sultanate and Vijayanagara	<b>K5</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

### UNIT- 1 Sources of the History of Tamil Nadu

**18 Hrs.**

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

### UNIT-II Pallavas

**18 Hrs.**

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

### UNIT-III Imperial Cholas

**18 Hrs.**

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

### UNIT- IV Pandyas of Madurai

**18 Hrs.**

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

### UNIT- V Society and Culture under the Madurai Sultanate

**18 Hrs.**

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

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# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

(Questions should not be asked from self-study component in the End Semester Examinations)

### Text Books:

1. Karashima, Noboru, A Concise History of South India: Issues and Interpretations, OUP, New Delhi, 2014
2. Subramanian, N., Social and Cultural History of Tamilnadu (upto 1336 A.D.), 2011
3. Dr. C. Manoranjithamoni, History of Tamil Nadu upto 1565 A.D, Dave -Beryl Publications, Tirunelveli, 2018.

### Reference Books:

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

### e-Resources

1. <https://www.tn.gov.in/tamilnadustate>
2. <https://diksha.gov.in/tn/>
3. <https://www.thepeninsula.org.in/2020/08/05/trade-during-the-sangam-age-exploring-the-sangam-literature-and-keezhadi-excavations/>
4. <https://www.britannica.com/topic/Pallava-dynasty>
5. <https://www.mintageworld.com/history/detail/153-Sultans-of-Madura/>

### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	2	3	3	2	3	3	3	3	2.8
CO2	3	3	2	3	3	3	3	3	3	3	3	2.9
CO3	3	3	3	2	3	3	2	3	3	3	3	2.8
CO4	3	3	2	3	3	3	2	3	3	3	3	2.8
CO5	3	3	3	2	3	3	2	3	3	3	3	2.8
Mean Overall Score = 2.8												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
(Dr. A.S. Aleemullah)	HOD (Dr.Mohamed Farook)

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<i>I</i>	<i>CC Theory</i>	<i>P24MHS103</i>	<b><i>HISTORY OF WORLD CIVILIZATIONS (EXCLUDING INDIA)</i></b>	<b><i>90</i></b>	<b><i>5</i></b>	<b><i>25</i></b>	<b><i>75</i></b>	<b><i>100</i></b>

### Objectives:

Explain the concepts of civilization and culture and brief history of Pre - historic period, Present different features of various ancient civilizations, Explain the main West Asian civilizations, compare the features of Chinese and Japanese civilizations, study and compare Greek and Roman Civilizations.

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Define the concepts of civilization and culture and brief history of pre- historic period	<b>K1</b>
CO2	Compare the significant features of Mesopotamian, Sumerian and Egyptian civilizations	<b>K2</b>
CO3	Identify the study about origin and growth of river valley civilizations	<b>K3</b>
CO4	Analyze the features of Chinese and Japanese civilizations	<b>K4</b>
CO5	Estimate the contributions of Greek and Roman civilizations	<b>K5</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

### **UNIT-1 Introduction, Definition of Civilization & Pre historic Culture** **18 Hrs.**

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

### **UNIT-II Mesopotamian & Egyptian Civilizations** **18 Hrs.**

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

### **UNIT-III Jewish religion & The rise of Persia** **18 Hrs.**

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

### **UNIT- IV China's Classical Age & Japanese Civilization** **18 Hrs.**

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

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#### UNIT- V Greek Civilization & The Roman republic

18 Hrs.

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

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

(Questions should not be asked from self-study component in the End Semester Examinations)

#### Text Books:

1. Will Durant, The Story of Civilization I and II (Simon and Schuster, New York, 1966)
2. Gokale, B. K, Introduction to Western Civilization, S. Chand & Company, New Delhi, 1999.
3. Manoj Sharma, History of World Civilization, Anmol Publication Pvt. Ltd, New Delhi, 2005.

#### Reference Books:

1. Judd, G.P, History of Civilization, Macmillan, New York, 1966
2. Rebello, World Civilization – Ancient and Medieval, Part II, Mangalore, 1969
3. Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008.
4. Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980

#### e-Resources

1. <https://www.worldhistory.org/civilization/>
2. <https://www.historyworld.net>
3. <https://www.ancienthistorylists.com>
4. [https://ddceutkal.ac.in/Syllabus/MA\\_History/Paper\\_1\\_Ancient\\_Civilisations\\_N.pdf](https://ddceutkal.ac.in/Syllabus/MA_History/Paper_1_Ancient_Civilisations_N.pdf)
5. <https://web.ung.edu/media/university-press/World%20History%20Textbook-082817.pdf>

#### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	2	3	3	3	3	3	3	3	2.9
CO2	3	3	2	3	3	3	2	3	3	3	3	2.8
CO3	3	3	3	2	3	3	3	3	3	3	3	2.9
CO4	3	3	2	3	3	2	2	3	3	3	3	2.8
CO5	3	3	3	2	3	3	3	3	3	3	3	2.9
Mean Overall Score = 2.9												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
(Dr. B. Mohammed Gouse)	HOD (Dr.Mohamed Farook)

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<i>I</i>	<i>DSEC Theory</i>	<i>P24EHS101</i>	<b><i>FREEDOM STRUGGLE IN TAMIL NADU (ELECTIVE - I)</i></b>	<i>75</i>	<i>3</i>	<i>25</i>	<i>75</i>	<i>100</i>

#### Objectives:

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

#### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Define the Poligars Revolts, Veerapandiya Kattabomman and South Indian Rebellion	<b>K1</b>
CO2	Classify •the Emergence of Nationalist Consciousness, Madras Native Association – Madras Mahajana Sabha, Gandhi Visit Tamil Nadu	<b>K2</b>
CO3	Identify the Press Nationalism Swadesamitran, New India, Dinamani, India (Edited by Bharathi), Swarajya-; Salem Desabhimani – Desabhaktan – Sooryodhayam	<b>K3</b>
CO4	Examine the Moderates and Extremists, Revolutionary Movements	<b>K4</b>
CO5	Elaborate the Gandhian Movement, Rajaji, Sathiyamoorthi, Kamarajar And Participation of Tamils In Indian National Army	<b>K6</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

#### UNIT- 1 Poligar Revolt

**15 Hrs.**

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

#### UNIT-II Emergence of Political Organizations

**15 Hrs.**

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

#### UNIT-III Press and Nationalism

**15 Hrs.**

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

#### UNIT- IV Moderate Phase and Extremist Phase

**15 Hrs.**

Moderate Phase and Extremist Phase – Swadeshi Movement in Tamil Nadu – G.Subramiayalier - V.O. Chidambaram – Subramania Bharathi – KadalurAnjaliammal- Soundaram Ammayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– Tirupur Kumaran - Subramania Siva – Neelakanta Brahmachari



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#### UNIT- V Impact of Gandhi & Role of Rajaji

15 Hrs.

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

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

(Questions should not be asked from self-study component in the End Semester Examinations)

#### Text Books:

1. Rajayyan, K.: South Indian Rebellion, The First War of Independence, 1800- 1801.
2. Rajendran, N.K.: The National Movement in Tamil Nadu, 1905-1914: Agitational Politics and State Coercion
3. G. Venkatesan, History of Indian Freedom Struggle

#### Reference Books:

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

#### e-Resources

1. [https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs\\_Vol\\_5\\_06\\_03\\_2019.pdf](https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf)
2. <https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/>
3. <https://gascnagercoil.in/wp-content/uploads/2020/12/Core-8-History-of-Tamilnadu-1800-1967-AD-III-Semester-converted.pdf>
4. [http://kamarajcollege.ac.in/Department/History/II%20Year/004%20Core%208%20-%20History%20of%20Tamilnadu%20\(1800%20-%201967%20A.D.\)%20-%20III%20Sem.pdf](http://kamarajcollege.ac.in/Department/History/II%20Year/004%20Core%208%20-%20History%20of%20Tamilnadu%20(1800%20-%201967%20A.D.)%20-%20III%20Sem.pdf)
5. [https://www.researchgate.net/publication/330752612\\_Monograph\\_on\\_Women\\_freedom\\_fighters\\_in\\_Tamil\\_Nadu/link/608b6bb6299bf1ad8d68eebf/download](https://www.researchgate.net/publication/330752612_Monograph_on_Women_freedom_fighters_in_Tamil_Nadu/link/608b6bb6299bf1ad8d68eebf/download)

#### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
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CO2	3	3	2	3	3	3	3	3	3	3	3	2.9
CO3	3	3	3	2	3	3	2	3	3	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	3	2.8
CO5	3	3	3	2	3	3	2	3	3	3	3	2.8
Mean Overall Score = 2.8												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
(Dr. P, Kumaran)	HOD (Dr.Mohamed Farook)

## C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
<i>I</i>	<i>DSEC Theory</i>	<i>P24EHS103</i>	<b>INDIAN ART AND ARCHITECTURE (ELECTIVE - I)</b>	<b>75</b>	<b>3</b>	<b>25</b>	<b>75</b>	<b>100</b>

### Objectives:

Knowledge the art and architectural forms during the Harappan and Mauryan periods, Explain the impact of Buddhism on art forms, Discuss the evolution of art and architecture under Pallavas and the Cholas, Highlight the features of Islamic architecture particularly under Mughlas, Point out the salient features of colonial architecture.

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Explain the various forms of Indus and Mauryan Art	<b>K5</b>
CO2	Compare and contrast the Gandhara and Mathura Schools of Art	<b>K4</b>
CO3	Identify the similarities and differences between temple architectural styles	<b>K3</b>
CO4	Discuss the relation between the five pillars of Islam and Islamic architecture	<b>K6</b>
CO5	Evaluate the features of colonial architecture	<b>K5</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

### UNIT I: Pre-Historic Art

**15 Hrs.**

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

### UNIT II: Phase of Buddhist Art

**15 Hrs.**

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

### UNIT III: Pallava Art

**15 Hrs.**

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

### UNIT IV: Islamic Art

**15 Hrs.**

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

### C. Abdul Hakeem College (Autonomous), Melvisharam.

#### UNIT V: Colonial Architecture

15 Hrs.

Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture:

Chatrapati Shivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate

House, University of Madras, Chennai

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

(Questions should not be asked from self-study component in the End Semester Examinations)

#### Text Books:

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

#### Reference Books:

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

#### e-Resources

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

**Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)**

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	2	3	3	2	3	3	3	3	2.8
CO2	3	3	2	3	3	3	3	3	3	3	3	2.9
CO3	3	3	3	2	3	3	2	3	3	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	3	2.8
CO5	3	3	3	2	3	3	2	3	3	3	3	2.8
Mean Overall Score = 2.8												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
(Dr. P, Kumaran)	HOD (Dr. Mohamed Farook)

## C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
<i>I</i>	<i>DSEC Theory</i>	<i>P24EHS102</i>	<b>ADMINISTRATIVE HISTORY OF TAMIL NADU (ELECTIVE - I)</b>	<i>75</i>	<i>3</i>	<i>25</i>	<i>75</i>	<i>100</i>

### Objectives:

Examine the Administration of Justice Party, Evaluate the administration Of Indian National Congress in Tamilnadu, Analyse the Administration of DMK, Discuss the Administration of ADMK, Estimate the Different Kinds of Administration.

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Find the administration of Justice Party	<b>K1</b>
CO2	Explain the Congress Administration	<b>K2</b>
CO3	Interpret DMK administration	<b>K5</b>
CO4	Compare AIADMK administration	<b>K4</b>
CO5	Discuss the impact of various administrations	<b>K6</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

### UNIT- 1 Justice Party & their Achievements

**15 Hrs.**

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

### UNIT-II C.Rajagoplachari & Congress rule

**15 Hrs.**

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

### UNIT-III C.N Annadurai & M Karunanithi Administration

**15 Hrs.**

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

### UNIT- IV MGR & J. Jayalalitha Administration

**15 Hrs.**

AIADMK administration: MGR-Nutritious Meal scheme- educational reforms - introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities-Tamil

### C. Abdul Hakeem College (Autonomous), Melvisharam.

University at Tanjore-Mother Teresa university at kodaikkanal- J. Jayalalitha - welfare measures –  
 Amma Unavagam - free laptop for students - Cradle Baby Scheme- infrastructure development - rain  
 water harvesting

#### UNIT- V Policies and programmes

15 Hrs.

Policies and programmes – economic- social and demographic impact

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

(Questions should not be asked from self-study component in the End Semester Examinations)

#### Text Books:

1. Rajaram. P The justice Party:A Historical Perspective,1916-1937
2. Venkatesan.G.TharkalaThamizhagaVaralaru(Tamil)
3. Narasimhan.V.K., Kamaraj A Study

#### Reference Books:

1. SandhyaRavishankar., Karunanidhi: A Life in Politics
2. Vasanthi., A Lone Empress:A Portrait of Jayalalitha
3. Subramanian.N History of Tamilnadu Vol.2
4. Narayanan.S, The Dravidian Years

#### e-Resources

1. [www.jetir.org](http://www.jetir.org)
2. <https://www.inc.in>
3. <https://dmk.i>
4. [http://kamarajcollege.ac.in/Department/History/II%20Year/004%20Core%208%20-%20History%20of%20Tamilnadu%20\(1800%20-%201967%20A.D.\)%20-%20III%20Sem.pdf](http://kamarajcollege.ac.in/Department/History/II%20Year/004%20Core%208%20-%20History%20of%20Tamilnadu%20(1800%20-%201967%20A.D.)%20-%20III%20Sem.pdf)
5. [https://www.researchgate.net/publication/330752612\\_Monograph\\_on\\_Women\\_freedom\\_fighters\\_in\\_Tamil\\_Nadu/link/608b6bb6299bf1ad8d68eebf/download](https://www.researchgate.net/publication/330752612_Monograph_on_Women_freedom_fighters_in_Tamil_Nadu/link/608b6bb6299bf1ad8d68eebf/download)

#### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	2	3	3	3	3	3	3	3	2.9
CO2	3	3	2	3	3	3	2	3	3	3	3	2.8
CO3	3	3	3	2	3	3	3	3	3	3	3	2.9
CO4	3	3	2	3	3	2	3	3	3	3	3	2.8
CO5	3	3	3	2	3	3	3	3	3	3	3	2.9
Mean Overall Score = 2.9												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
(Dr. Mohamed Farook)	HOD (Dr.Mohamed Farook)

## C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
<i>I</i>	<i>DSEC Theory</i>	<i>P24EHS105</i>	<b><i>CULTURAL HERITAGE OF INDIA (ELECTIVE - II)</i></b>	<i>75</i>	<i>3</i>	<i>25</i>	<i>75</i>	<i>100</i>

### Objectives:

Explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages, Highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism, Throw light on the importance of Royalty and its patronage on cultural transformation, Analyse the impact of Islam and the Muslim rulers on the emergence of new forms and motifs in Indian Art and architecture, critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture.

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Explain the concepts and the dynamism involved in the Evolution of culture	<b>K5</b>
CO2	Analyze the critical role of religions in the growth of Art and architectural forms	<b>K4</b>
CO3	Classify the importance of Royal patronage for the progress of various art forms	<b>K3</b>
CO4	Illustrate the advent of new art forms	<b>K2</b>
CO5	Discuss the role of British colonialism and its compulsions in the introduction of syncretic art forms	<b>K6</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

### UNIT- 1 Meaning of Culture, Heritage

**15Hrs.**

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

### UNIT-II Religious ferment in the Sixth century B.C

**15Hrs.**

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

### UNIT-III Royal Patronage

**15Hrs.**

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

### UNIT- IV MGR & J. Jayalalitha Administration

**15Hrs.**

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

### UNIT- V Colonial Rule and the westernisation of Culture

**15Hrs.**

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

### C. Abdul Hakeem College (Autonomous), Melvisharam.

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

(Questions should not be asked from self-study component in the End Semester Examinations)

#### Reference Books:

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

#### e-Resources

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

#### **Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)**

4.

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	2	3	3	3	3	3	3	3	2.9
CO2	3	3	2	3	3	3	2	3	3	3	3	2.8
CO3	3	3	3	2	3	3	3	3	3	3	3	2.9
CO4	3	3	2	3	3	2	3	3	3	3	3	2.8
CO5	3	3	3	2	3	3	3	3	3	3	3	2.9
Mean Overall Score = 2.9												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
(Dr. Mohamed Farook)	HOD (Dr.Mohamed Farook)

## C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
<i>II</i>	<i>CC Theory</i>	<i>P24MHS201</i>	<i>HISTORY OF MEDIEVAL INDIA - 1206 - 1707 CE</i>	<i>90</i>	<i>5</i>	<i>25</i>	<i>75</i>	<i>100</i>

### Objectives:

Examine the establishment of centralized monarchy, Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq, Analyse the Mughal religious and Deccan policy, Outline the advancements in art and architecture, Explain the economic and socio-cultural life in medieval India.

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Define the establishment of centralized monarchy	<b>K1</b>
CO2	Evaluate the contributions of Alauddin Khalji and Muhammad bin Tughlaq	<b>K5</b>
CO3	Analyze the religious and Deccan policy of Mughals	<b>K4</b>
CO4	Identify the advancements in art and architecture	<b>K3</b>
CO5	Classify the facets of economic and socio-cultural life in Medieval India	<b>K2</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

### UNIT- 1 Establishment of the Delhi Sultanate:

**18hr**

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

### UNIT-II Problems of a Centralized State:

**18hr**

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

### UNIT-III The Foundation of Mughal Empire:

**18hr**

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



## **C. Abdul Hakeem College (Autonomous), Melvisharam.**

### **UNIT- IV Ideology and State in Mughal India:**

**18hr**

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

### **UNIT- V Economic and Socio-Cultural Life in Medieval India:**

**18hr**

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

# \_\_\_\_\_ # **Self Study Component for Seminar/Assignment:**

**(Questions should not be asked from self-study component in the End Semester Examinations)**

#### **Text Books:**

1. Chand, Tara, Influence of Islam on Indian Culture, Indian Press, 1954.
2. Chandra, Satish, Medieval India: From Sultanate to the Mughals, Har-Anand Pub., Delhi, 1998.
3. Habib, Mohammad and K.A. Nizami, Comprehensive History of India: The Delhi Sultanate (A.D. 1206-1526), People's Publishing House, Delhi, 1970.

#### **Reference Books:**

1. Ali, Athar. M., Mughal India, Studies in Polity, Ideas, Society and Culture, OUP, New Delhi, 2007
2. Chandra, Satish, Essays on Medieval Indian History, OUP, New Delhi, 2005
3. Habib, Mohammed and Irfan Habib, ed., Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times, OUP, New Delhi, 2016
4. Habibullah, A.B.M., The Foundation of Muslim Rule in India, Central Book Depot, 1967.

#### **e-Resources:**

1. Medieval Indian History - Quick Guide | Tutorials point
2. முகலோய்ப் பரரசு I (tamildigitallibrary.in)
3. முகலோய்ப் பரரசு II (tamildigitallibrary.in)
4. <https://indiaolddays.com>
5. A forgotten empire (tamildigitallibrary.in)

### C. Abdul Hakeem College (Autonomous), Melvisharam.

#### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	3	3	3	2	3	3	3	3	2.9
CO2	3	3	2	2	3	3	3	3	3	3	3	2.8
CO3	3	3	2	3	3	3	2	3	3	3	3	2.8
CO4	3	3	3	2	3	3	2	3	3	3	3	2.8
CO5	3	3	2	3	3	3	2	3	3	3	3	2.8
Mean Overall Score = 2.8												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
M. Sheik Aliyar	HOD (Dr.Mohamed Farook)

## C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
<i>II</i>	<i>CC Theory</i>	<i>P24MHS202</i>	<b><i>SOCIO CULTURAL HISTORY OF TAMIL NADU 1565 – 1956 C.E.</i></b>	<i>75</i>	<i>4</i>	<i>25</i>	<i>75</i>	<i>100</i>

### Objectives:

Narrate the social condition during the Nayak period, Describe the contributions of Marathas to the culture of the Tamil region, Analyse the Contribution of Sethupathis of Ramnad to Tamil society, Appreciate the Growth of Western Education, Examine the contribution of Dravidian movement to social transformation.

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Find the social condition during the Nayak period	<b>K1</b>
CO2	Classify the contributions of Marathas to the culture of the Tamil region	<b>K2</b>
CO3	Analyse the Contribution of Sethupathis of Ramnad to Tamil society	<b>K4</b>
CO4	Identify the Growth of Western Education	<b>K3</b>
CO5	Estimate the contribution of Dravidian movement to social transformation	<b>K5</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

### UNIT- 1 Nayaks of Madurai:

**15hr**

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

### UNIT-II Tamilagam under Marathas:

**15hr**

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

### UNIT-III The Marava country and the Sethupathis of Ramnad

**15hr**

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

## **C. Abdul Hakeem College (Autonomous), Melvisharam.**

### **UNIT- IV Christianity:**

**15hr**

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

### **UNIT- V Emergence of Administrative and Professional Elites**

**15hr**

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

### **# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:**

**(Questions should not be asked from self-study component in the End Semester Examinations)**

#### **Text Books:**

1. Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990
2. Sastri, V.S. Ramasamy, The Tamils, The People, Their History and Culture in 5 Volumes, Cosmo Pub., New Delhi, 2002
3. Prof. J. Dharmaraj, Tamil Nadu History from Sangam Age to 2015 A.D, Tenssy Publications, Sivakasi, 2015.

#### **Reference Books:**

1. Krishnaswamy Dr.A. : The Tamil country under Vijayanagar
2. Rajayyan Dr.K : History of Tamil Nadu (1565 – 1982)
3. Subramanian N: History of Tamil Nadu Vol.II
4. Varghese Jeyaraj S: Socio Economic History of Tamil Nadu

#### **e-Resources:**

1. [https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social.And.Cultural.History.Of.Tamil.Nadu\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social.And.Cultural.History.Of.Tamil.Nadu_djvu.txt)
2. <https://www.tnarch.gov.in/Library%20BOOK%20PDF/The%20Cultural%20Heritage%20of%20Tamilnadu.pdf>
3. <https://www.jetir.org/papers/JETIR1805898.pdf>
4. [https://www.wikiwand.com/en/Christianity\\_in\\_Tamil\\_Nadu](https://www.wikiwand.com/en/Christianity_in_Tamil_Nadu)
5. [https://researchgate.net/publication/343229727\\_DRAVIDIAN\\_MOVEMENT\\_Adi\\_Dravida\\_Movement\\_Justice\\_Party\\_Self-Respect\\_Movement](https://researchgate.net/publication/343229727_DRAVIDIAN_MOVEMENT_Adi_Dravida_Movement_Justice_Party_Self-Respect_Movement)

### C. Abdul Hakeem College (Autonomous), Melvisharam.

#### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

5.

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
<b>CO1</b>	3	3	3	3	3	3	2	3	3	3	3	2.9
<b>CO2</b>	3	3	2	3	3	3	2	3	3	3	3	2.8
<b>CO3</b>	3	3	3	3	3	3	2	3	3	3	3	2.9
<b>CO4</b>	3	3	2	3	3	2	3	3	3	3	3	2.8
<b>CO5</b>	3	3	3	3	3	3	2	3	3	3	3	2.9
<b>Mean Overall Score = 2.9</b>												

**3 – Strong; 2 – Medium; 1 – Low**

Prepared by	Verified by
Dr. A.S. Aleemullah	HOD (Dr.Mohamed Farook)

### C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
<i>II</i>	<i>CC Theory</i>	<i>P24MHS203</i>	<b><i>HISTORIOGRAPHY AND HISTORICAL METHODS</i></b>	<i>75</i>	<i>4</i>	<i>25</i>	<i>75</i>	<i>100</i>

#### Objectives:

To explain the concepts related to history and its relationship with other disciplines, to discuss various philosophies and interpretations of history, to explain the processes and procedures involved in the conduct of historical research. to examine the evolution of historical writing in the West, to examine the contribution of various historians to the development of Indian historiography.

#### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Define the meaning and scope of history	<b>K1</b>
CO2	Explain the various theories and philosophical approaches to history	<b>K2</b>
CO3	Develop the historical research	<b>K3</b>
CO4	Examine the contribution of western historians	<b>K4</b>
CO5	Solve the historical writings of important Indian historians	<b>K6</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

#### UNIT- 1 Meaning, Nature and Scope of History:

**15hr**

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

#### UNIT-II Philosophy of History:

**15hr**

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

#### UNIT-III Historical Research:

**15hr**

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

#### UNIT- IV Development of Historical writing in the West:

**15hr**

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

## C. Abdul Hakeem College (Autonomous), Melvisharam.

### UNIT- V

15hr

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

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

(Questions should not be asked from self-study component in the End Semester Examinations)

#### Text Books:

1. Ali, Sheik, History: Its Theory and Method, Laxmi Publications, 2019
2. Carr, E.H., What is History? Penguin Books Ltd., New Delhi, 2018.
3. Manikam, S., On History & Historiography, Padumam Publishers, Madurai

#### Reference Books:

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

#### e-Resources:

1. <https://edwardseducationblog.files.wordpress.com/2013/07/historical.method.pdf>
2. <http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History.%20Research%20Methology%20in%20writing%20steps.pdf>
3. <https://www.britannica.com/biographies/history/history>
4. Historiography - Critical Analysis, Sources, Interpretation | Britannica
5. Historiography | Definition, History, Branches, & Methodology | Britannica

#### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

6.

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	3	3	3	2	3	3	3	3	2.9
CO2	3	3	3	2	3	3	2	3	3	3	3	2.8
CO3	3	3	3	3	3	3	2	3	3	3	3	2.9
CO4	3	3	2	3	3	2	3	3	3	3	3	2.8
CO5	3	3	3	3	3	3	2	3	3	3	3	2.9
Mean Overall Score = 2.9												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
Mr. B. Mohammed Gouse	HOD (Dr.Mohamed Farook)

## C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
II	DSEC-I ELECTIVE III	P24EHS201	<b>HISTORY OF JOURNALISM (ELECTIVE - III)</b>	75	3	25	75	100

### Objectives:

To explain the origins and the role of press in social awakening, to present the role of the press in the freedom movement, to explain the government reaction to the role of the press, to present the role of prominent personalities for the growth of journalism, to explain the contribution of various newspapers.

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Classify the origins and the and role of press in social awakening	<b>K2</b>
CO2	Analyse the role of the press in the freedom movement at the national level	<b>K4</b>
CO3	Evaluate the government reaction to the role of the press	<b>K5</b>
CO4	Define the role of prominent personalities for the growth of journalism	<b>K1</b>
CO5	Compare the contribution of various newspapers	<b>K2</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

### UNIT I The Origin of Press:

**15 Hrs.**

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

### Unit II Growth of Press and Indian Independence Movement:

**15 Hrs**

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

### Unit III Government and the press:

**15 Hrs.**

Government and the press: reaction and regulation –Press laws.

### Unit IV Contribution of Eminent Personalities to Indian Journalism:

**15 Hrs.**

Contribution of Eminent Personalities to Indian Journalism: Bala Gangadhara Tilak – Gandhi- S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. Subramania Iyer- Peiryar-Aditanar-Kalaighnar.



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### Unit V Contribution of Important News Papers:

15 Hrs.

Contribution of Important News Papers: Amrit Bazar Patrika, The Times of India – The Hindu;  
Contemporary News Papers in Tamil- Dinamani- Dhina Thanthi - Dinamalar- Dinakaran-  
Viduthalai-Murasoli.

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

(Questions should not be asked from self-study component in the End Semester Examinations)

#### Text Books:

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

#### Reference Books:

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

#### e-Resources:

1. [https://www.publicationsdivision.nic.in/index.php?route=product/product&product\\_id=2150](https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150)
2. [https://www.epw.in/system/files/pdf/1955\\_7/11/the\\_story\\_of\\_the\\_indian\\_press.pdf](https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.pdf)
3. <https://www.studocu.com/in/document/aligarh.muslim.university/modern.indian.history/growth.of.press.in.india/21000143>
4. The elements of journalism - American Press Institute
5. [https://archive.org/stream/in.ernet.dli.2015.149341/2015.149341.A-History-Of-Indian-Journalism\\_djvu.txt](https://archive.org/stream/in.ernet.dli.2015.149341/2015.149341.A-History-Of-Indian-Journalism_djvu.txt)

**Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)**

7.

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	2	3	3	2	3	3	3	3	2.8
CO2	3	3	2	3	3	3	2	3	3	3	3	2.9
CO3	3	3	3	2	3	3	2	3	3	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	3	2.8
CO5	3	3	3	2	3	3	3	3	3	3	3	2.9
Mean Overall Score = 2.8												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
Dr. P. Kumaran	HOD (Dr.Mohamed Farook)

### C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
II	DSEC-I ELECTIVE III	P24EHS203	<b>INTERNATIONAL MIGRATIONS AND DIASPORIC STUDIES (ELECTIVE - III)</b>	75	3	25	75	100

#### Objectives:

To Explain the theories of international migrations and diaspora, Outline the position of Indian diaspora worldwide, Examine the issues of identity among the Indian diaspora, Evaluate the policies towards diaspora, Present the perspectives of sending and receiving countries.

#### Course Outcomes (COs) and Cognitive Level Mapping:

Co No	Course Outcomes The students on completion of the course will be able to	Cognitive Level
CO1	Identify the theories of international migrations and diaspora	K3
CO2	Assess the position of Indian diaspora worldwide	K5
CO3	Examine the issues of identity among the Indian diaspora	K4
CO4	Estimate the Indian policies towards diaspora	K6
CO5	Illustrate the perspectives and policies of receiving countries	K2

Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)

#### UNIT I: International Migrations

15 Hrs

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

#### UNIT II: Theories of Diaspora

15 Hrs

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

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

15 Hrs

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

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

15 Hrs.

Religion and Caste – Language and Culture – Institutions and Associations.

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

15 Hrs.

Sending Country's Perspective – Receiving Country's Perspective.

### **C. Abdul Hakeem College (Autonomous), Melvisharam.**

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

**(Questions should not be asked from self-study component in the End Semester Examinations)**

#### **Text Books:**

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

#### **Reference Books:**

1. Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet
2. Parekh, Bhikhu, Gurhpal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in the Indian Diaspora*. London: Routledge.
3. Raghuram, Parvati, Ajaya Kumar Sahoo, BrijMaharaj and Dave Sangha (eds.). 2008. *Tracing an Indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.
4. Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. NewYork: New York University Press.
5. Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.
6. Rayaprol, Aparna. 1997. *Negotiating Identities: Women in the Indian Diaspora*. New Delhi: Oxford.
7. Safran, William, Ajaya Kumar Sahoo and Brij V. Lal (eds.). 2008. *Transnational Migrations: The Indian Diaspora*. New Delhi: Routledge Publications. [Chapter1,3,5]
8. Khadria, Binod. 1999. *The Migration of Knowledge Workers: Second-generation Effects of India's Brain Drain*. New Delhi: Sage Publications.
9. Ministry of External Affairs. 2001. *Report of the High-Level Committee on Indian Diaspora*. New Delhi: Indian Council of World Affairs.

#### **e-Resources:**

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

### C. Abdul Hakeem College (Autonomous), Melvisharam.

Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

8.

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	2	3	3	2	3	3	3	3	2.8
CO2	3	3	2	3	3	3	2	3	3	3	3	2.9
CO3	3	3	3	2	3	3	2	3	3	3	3	2.8
CO4	3	3	2	3	3	2	3	3	3	3	3	2.8
CO5	3	3	3	2	3	3	3	3	3	3	3	2.9
Mean Overall Score = 2.8												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
Dr. P. Kumaran	HOD (Dr.Mohamed Farook)

## C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
II	DSEC-II ELECTIVE IV	P24EHS202	INDIAN CONSTITUTION (ELECTIVE - IV)	75	3	25	75	100

### Objectives:

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

### Course Outcomes (COs) and Cognitive Level Mapping:

Co No	Course Outcomes The students on completion of the course will be able to	Cognitive Level
CO1	Illustrate the historical background of the Indian Constitution	K2
CO2	Compare and contrast basic features of the constitution	K4
CO3	Evaluate the nature of Indian federalism and the rationale for emergency provisions	K5
CO4	Identify the powers and functions of the various units of the government	K3
CO5	Define the structure at the state level	K1

Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6>Create)

### UNIT-I Historical background.

15 Hrs.

Historical background. Sources of the Indian Constitution. Preamble. Citizenship.

### UNIT-II Fundamental Rights & Duties.

15 Hrs.

Fundamental Rights–Directive Principles of State Policy – Fundamental Duties. Important amendments to the Constitution.

### UNIT-III Indian Federalism:

15 Hrs.

Distribution of powers: Legislative – Administrative and Financial relation. Emergency Provisions.

### UNIT- IV Union Government – President:

15 Hrs.

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

### UNIT- V State Government:

15 Hrs.

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

## C. Abdul Hakeem College (Autonomous), Melvisharam.

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

(Questions should not be asked from self-study component in the End Semester Examinations)

### Text Books:

1. Austin Granville, The Indian Constitution: Cornerstone of A Nation, Oxford University Press, 1999
2. Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co. 1996
3. Durga Das Basu, An Introduction to Indian Constitution, Wadha & Company, 2001.

### Reference Books:

1. Bhargava Rajeev, Politics and Ethics of the Indian Constitution, Oxford University, 2009
2. Durga Das Basu, Commentary on the Constitution of India, Wadha & Company, 2000
3. Gautam Bhatia, Transformative Constitution: A Radical Biography in Nine Acts, Harper Collins India, 2019
4. Misra, B.R., Economic Aspects of Indian Constitution, Orient Longman, 1952

### e-Resources:

1. <https://legislative.gov.in/constitution.of.india>
2. [https://www.constitutionofindia.net/constitution\\_of\\_india](https://www.constitutionofindia.net/constitution_of_india)
3. <https://www.loc.gov/item/57026883>
4. [https://books.google.co.in/books/about/Politics\\_and\\_Ethics\\_of\\_the\\_Indian\\_Consti.html?id=6HpaPwAACA&redir\\_esc=y](https://books.google.co.in/books/about/Politics_and_Ethics_of_the_Indian_Consti.html?id=6HpaPwAACA&redir_esc=y)
5. <https://archive.org/details/in.ernet.dli.2015.260200>

### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

9.

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	2	3	3	3	2	3	3	3	3	2.8
CO2	3	3	3	2	3	3	2	3	3	3	3	2.8
CO3	3	3	2	3	3	3	2	3	3	3	3	2.8
CO4	3	3	3	2	3	2	3	3	3	3	3	2.8
CO5	3	3	2	3	3	3	2	3	3	3	3	2.8
Mean Overall Score = 2.8												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
Dr. Mohamed Farook	HOD (Dr. Mohamed Farook)

## C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
II	DSEC-II ELECTIVE IV	P24EHS205	<b>ENVIRONMENTAL HISTORY OF INDIA (ELECTIVE - IV)</b>	75	3	25	75	100

### Objectives:

To Examine the various schools of thought in ecological studies, Trace the impact of eco systems from a historical perspective, Evaluate the impact of British ecological imperialism, Detail India's environmental policy, Examine the role and impact of various movements.

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Define the various schools of thought in ecological studies	<b>K1</b>
CO2	Classify the impact of eco systems from a historical perspective	<b>K2</b>
CO3	Identify the impact of British ecological imperialism	<b>K3</b>
CO4	Examine the impact of various environmental movements in India	<b>K4</b>
CO5	Discuss the role of various movements	<b>K5</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

### Unit I Introduction to Environmental History

**15 Hrs.**

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

### Unit II Prehistoric Environment in India

**15 Hrs.**

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

### Unit III Ecological Imperialism

**15 Hrs.**

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

### Unit IV Independent India's Environmental Policy

**15 Hrs.**

Independent India's Environmental Policy– Forest Policy – Resolutions and Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment–Big Dams and Hydro-Electric Power Projects –Bhopal Gas Tragedy – Tsunami and its Impact –Move Towards Sustainable Development –

### **C. Abdul Hakeem College (Autonomous), Melvisharam.**

National Environment Policy – National Conservation Strategy and the Policy Statement of Environment and Development 1992 – National Environment Tribunal – National Green Tribunal.

#### **Unit V Environmental Movements:**

**15 Hrs.**

Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada Bachao Andolan – Silent Valley Movement – Jungle Bachao Andolan.

# \_\_\_\_\_ # **Self Study Component for Seminar/Assignment:**

**(Questions should not be asked from self-study component in the End Semester Examinations)**

#### **Text Books:**

1. Irfan Habib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011
2. Donald Hughes.J., *What is Environmental History?*, Polity Press: Cambridge, U.K. 2006. Madhav Gadgil and Ramchandra Guha, *The Fissured Land: An Ecological History of India*
3. OUP: Berkeley and Los Angeles, California, USA 1992
4. Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period Vol 1*, Permanent Black: Ranikhet, India, 2012
5. *Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge: Cambridge University Press, 1988.
6. Ramachandra, Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya* OUP, 1989
7. Donald Worster. "Doing Environmental History." In *The Ends of the Earth: Perspectives on*.

#### **Reference Books:**

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



## C. Abdul Hakeem College (Autonomous), Melvisharam.

### e-Resources:

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

### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

10.

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	2	3	3	3	2	3	3	3	3	2.8
CO2	3	3	3	2	3	3	2	3	3	3	3	2.8
CO3	3	3	2	3	3	3	2	3	3	3	3	2.8
CO4	3	3	3	2	3	2	3	3	3	3	3	2.8
CO5	3	3	2	3	3	3	2	3	3	3	3	2.8
<b>Mean Overall Score = 2.8</b>												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
Dr. Mohamed Farook	HOD (Dr. Mohamed Farook)

### C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
<i>II</i>	<i>SEC</i>	<i>P24SHS201</i>	<i>INTRODUCTION OF EPIGRAPHY (SBS - I)</i>	<i>75</i>	<i>2</i>	<i>25</i>	<i>75</i>	<i>100</i>

#### Objectives:

Understand the epigraphy and explain its significance, Identify the varieties of materials used, Explain the types of inscriptions, Trace the origin of writing in South India, Explain the use of inscriptions as historical sources.

#### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Define epigraphy and explain its significance	<b>K1</b>
CO2	Identify the varieties of materials used	<b>K3</b>
CO3	Explain the types of inscriptions	<b>K2</b>
CO4	Assess the origin of writing in out India	<b>K5</b>
CO5	Classify the use of inscriptions as historical source	<b>K4</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

#### UNIT I Definition & Importance of epigraphy

**15 Hrs.**

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

#### Unit II- Nature of the Epigraphy materials

**15 Hrs.**

Nature of the material- stone, metal, clay, terra-cota, pottery, wood, papyrus, parchment.

#### Unit III- Types of inscriptions

**15 Hrs.**

Types of inscriptions- monumental- archival- Incidental.

#### UNIT IV Origin of Writing

**15 Hrs.**

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

#### Unit V Inscriptions as historical source material

**15 Hrs.**

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

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

**(Questions should not be asked from self-study component in the End Semester Examinations)**

#### Reference Books:

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

## C. Abdul Hakeem College (Autonomous), Melvisharam.

### e-Resources:

1. <https://www.britannica.com/topic/epigraphy>
2. [https://www.researchgate.net/publication/338197502\\_Inscriptions\\_As\\_A\\_Source\\_of\\_History](https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History)
3. [https://asi.nic.in/Ancient\\_India/Ancient\\_India\\_Volume\\_9/article\\_9.pdf](https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf)

### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

11.

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
<b>CO1</b>	3	3	2	3	3	3	2	3	3	3	3	2.8
<b>CO2</b>	3	3	3	2	3	3	2	3	3	3	3	2.8
<b>CO3</b>	3	3	2	3	3	3	2	3	3	3	3	2.8
<b>CO4</b>	3	3	3	2	3	2	3	3	3	3	3	2.8
<b>CO5</b>	3	3	2	3	3	3	2	3	3	3	3	2.8
<b>Mean Overall Score = 2.8</b>												

**3 – Strong; 2 – Medium; 1 – Low**

Prepared by	Verified by
Dr. P. Kumarn	HOD (Dr. Mohamed Farook)

## C. Abdul Hakeem College (Autonomous), Melvisharam.

Syllabus for M.A., History effective from the year 2024-2025

<i>Sem</i>	<i>Category</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Hours</i>	<i>Credits</i>	<i>Int. Marks</i>	<i>Ext. Marks</i>	<i>Max. Marks</i>
<i>II</i>	<i>AEC</i>	<i>P24CRM201</i>	<b>RESEARCH METHODOLOGY</b>	<i>30</i>	<i>2</i>	<i>25</i>	<i>75</i>	<i>100</i>

### Objectives:

To understand the meaning of research and its methods, to know the importance of scientific enquiry in Historical research, to understand the philosophy of History, to apply the Qualitative and Quantitative Method in Historical Studies, To Know the Analytical operations and Documentation.

### Course Outcomes (COs) and Cognitive Level Mapping:

<b>Co No</b>	<b>Course Outcomes The students on completion of the course will be able to</b>	<b>Cognitive Level</b>
CO1	Identify The Different Kinds of Research in Social Science	<b>K3</b>
CO2	Analyze The Interdisciplinary Research Methods in History	<b>K4</b>
CO3	Interpret The Objectivity and Subjectivity in History	<b>K2</b>
CO4	Discuss The Quantitative and Qualitative Methods in Historical Research	<b>K6</b>
CO5	Apply The Internal and External Critical Writings in Historical Research	<b>K3</b>

**Cognitive Levels (K1-Remember; K2-Understand; K3-Apply; K4-Analyze; K5-Evaluate; K6-Create)**

### Unit I Introduction of Research

**06 Hrs.**

Meaning of Research – Types of Research – Science and Its Method – Social and Its Method – Social Science as Science – New Science and New Social Science.

### UNIT-II Impact of Science on Historical Method

**06 Hrs.**

Impact of Science on Historical Method – History as Social Science – Interdisciplinary approach to History.

### UNIT-III Philosophy and Hermeneutics

**06 Hrs.**

Philosophy and Hermeneutics – Phenomenology – Historical Method – Objectivity – Subjectivity – Causation in History.

### UNIT-IV Qualitative and Quantitative Research Method

**06 Hrs.**

Combining Qualitative and Quantitative Method in Social Inquiry – De-construction as a Method of Research – From Hermeneutics to Post Structuralism to Psychoanalysis – Feminism / Post Structuralism – The Foundations of Experimental/Empirical Research Methods – The Positivist Paradigm in Contemporary Social Science Research – Introduction to Quantitative Methods.

### UNIT-V Thesis writing:

**06 Hrs.**

Thesis writing: Choosing a Research topic – Data collection – Sources – Secondary & Primary – Internal and External criticism – Analytical and Synthetic Operations – Documentation – Footnotes – Bibliography – Tables and Charts – Writing.

### C. Abdul Hakeem College (Autonomous), Melvisharam.

# \_\_\_\_\_ # Self Study Component for Seminar/Assignment:

(Questions should not be asked from self-study component in the End Semester Examinations)

#### Text Books:

1. Bridget Somekh and Cathy Lewin, research Methods in the Social Sciences, New Delhi, Vistaar Publications, 2005.
2. Roderick Floud, An Introduction to Quantitative Methods for Historians, London, 1983.
3. Malcolm Williams, Science and Social Science: An Introduction, London, New York and Routledge, 2000.

#### Reference Books:

1. Martin Hollis, The Philosophy of Social Science: An Introduction, Cambridge University Press, New Delhi 2000.
2. M.L.A. Hand Book for Researchers Thesis & Assignment Writing Wily Eastern, New Delhi, 1990.
3. Jerzy Topolski, Methodology of History, Reidal Publishing Co, Holland, 1976.
4. George Watson, Writing a Thesis: A Guide to Long Essays and Dissertations, Longman Publishers, London, 1987.

#### e-Resources:

1. <https://edwardseducationblog.files.wordpress.com/2013/07/historical.method.pdf>
2. <http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History.%20Research%20Methology%20in%20writing%20steps.pdf>
3. <https://www.britannica.com/biographies/history/history>
4. Historiography - Critical Analysis, Sources, Interpretation | Britannica
5. Historiography | Definition, History, Branches, & Methodology | Britannica

#### Mapping of Course Outcomes (COs) with Programme Outcomes (POs) and Programme Specific Outcomes (PSOs)

COs	Programme Outcomes								Programme Specific Outcomes			Mean
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	
CO1	3	3	3	3	3	3	3	3	3	3	3	3
CO2	3	3	2	3	3	3	2	3	3	3	3	2.8
CO3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	2	3	3	3	2	3	3	3	3	2.8
CO5	3	3	3	3	3	3	3	3	3	3	3	3
Mean Overall Score = 2.9												

3 – Strong; 2 – Medium; 1 – Low

Prepared by	Verified by
Dr. A. S. Aleemullah	HOD (Dr. Mohamed Farook)