



Central University of Tamil Nadu

Department of History

School of Social Sciences and Humanities



M.A (History) & Ph.D. (History)

OBE Syllabus

Preamble

- a. Started in : 2017
- b. Programmes offered:
 - i) Master of Arts
 - ii) Ph.D.

Eligibility

Any graduate of a recognized University with a minimum of 55% marks for General Category, 50% marks for OBC (Non-creamy Layer), 45% marks for SC/ST/PWD Candidates.

A. Vision

Vision Statement of the Department

Grooming young men and women to be sound enough in historical thinking to be fit for professional and civil service exam, rich in moral and ethical values, socially sensitive and uphold the unity & integrity of the country
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B. Mission

Mission Statements of the Department

M1	To design course work and impart instruction that transforms students into competent men and women in the fields of historical study
M2	To provide conducive atmosphere wherein the students learn and practice moral values and ethical principles
M3	To plan and assign group projects which nurture the attitude of social sensitivity among the students

C. Program Educational Objectives (PEO)

After five years of successful completion of the program, the student will be able to

PEO1	Exhibit unique qualities of historians and profound knowledge of history
PEO2	Continue to learn and offer enlightened views on wide range of topics and issues
PEO3	Have rewarding career in academia and organisation
PEO4	Display sound moral and ethical values that transform the society
PEO5	Show high social sensitivity

D. Graduate Attributes for M.A. Program

List a few global qualities in knowledge, attitude, value and skills that a graduate will possess after undergoing the program

- a) **Disciplinary Knowledge:** Comprehensive knowledge of subjects with competence to construct original arguments and engage into discourse.
- b) **Critical thinking:** Ability to critically view evidence and interpret objectively.
- c) **Social Sensitive:** Ability to perceive, grasp and respect difference in social interactions.
- d) **Lifelong Learning:** Recognizing the need for keeping abreast of recent facts of multiple subjects and staying well- informed all through life.
- e) **Problem Solver:** Offering solutions to pressing problems through creative and innovative approaches.
- f) **Moral and Ethical Values:** Adherence to ethical and moral values in responding to various circumstances.

- g) **Team Work:** Ability to appreciate and work in a group.
- h) **ICT Skills:** Capacity to avail ICT tools for professional growth.
- i) **Community Service:** Creating awareness about health and hygiene and environmental problems.

E. PEO to Mission Statement Mapping

	PEO1	PEO2	PEO3	PEO4	PEO5
M1	3	3	3	3	3
M2	3	3	2	3	3
M3	3	3	2	3	3

E. Program Outcomes_(PO)

On the successful completion of the program, the student will be able to

PO1	Demonstrate objective understanding of history with ability to interpret historical facts in relation to present
PO2	Show awareness of latest trends and developments in history and historical discourses
PO3	Deepen experience of culturally diverse environment and admiration for the difference
PO4	Develop creative and critical thinking, enabling them to grow holistically
PO5	Exhibit enlightened approach to wide-ranging topics and issues which contribute to peace and prosperity of individuals and societies
PO6	Enrich their minds with the understanding of moral and ethical values and therewith becoming catalyst for change in the society

F. PO to PEO Mapping

	PO1	PO2	PO3	PO4	PO5	PO6
PEO1	3	3	3	3	3	1
PEO2	3	3	3	2	3	2
PEO3	2	3	2	1	3	2
PEO4	3	0	2	2	3	3
PEO5	2	0	3	2	3	3

SEMESTER – I					
Course Code	Course Name	L	T	P	Credits
HIST101	Ancient World	4	-	-	4
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Describe the characteristics of the people Stone Age	Remember
CO 2	Discuss the conditions of state and economy of the Egyptian civilization.	Analyze
CO 3	State the rise and growth of Mahajan padas in Ancient India	Understand
CO 4	Enumerate the achievements of Roman Empire with special reference to Trade with India	Analyze
CO 5	Illustrate the administration system and economy of Mouryas.	Skill

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember- Bring out the main features	Derive, identify, Define, Recognize
Understand –develop a comprehension	Interpret, locate, cite, examples, define in lucid world
Apply- start innovative knowledge	Employ, illustrate, enumerate, sum up
Analyze- describe facts with supporting evidences	Examine, compare differentiate, distinguish
Evaluate-arrive at a conclusion with value judgment	Inference, predict, appraise
Create- began creativity by combining facts	Construct, develop, organize, formulate
Skill	Verify, arrive ar a conclusion creativity

b. Syllabus

Units	Content	Hrs.
I	The Early History of Human kind- The out of Africa Hypothesis, Routes of Migration into Asia, Europe and Australasia, beginning of sedentary life: domestication of animal and plants	16
II	The emergence of Civilizations and States- The Egyptian and the Mesopotamian States and their Economy, Growth of Literacy and its impact on Human history	12
III	The Greeks, the Indian kingdoms and the Persian Empire- Archaeology and Historical Sources, The Conquest of Asia by Alexander and its far-reaching consequences, The Mahajanapadas to the rise of Magadha, Mauryan empire, Indo - Greeks	14

IV	The Roman Empire, the Han Empire and the Kushanas- Trade with the Red Sea and Roman Economy, China and Central Asia, The Sasanians and Rome, Kushanas and their link with Central Asia	14
V	Empires of the Ancient World and their contribution to History- Administrative systems, Religions and the legitimation of Political Power, Coinage and Economy, Watermanagement and Environment.	10
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Select a topic and critically write an assignment in about 2000 words ✓ Group discussion ✓ Facing quiz test <p>Suggested Readings:</p> <p>Barry Cunliffe, <i>By Steppe, Desert, and Ocean: The Birth of Eurasia</i> (Oxford University Press, 2015).</p> <p>Larissa Bonfante, <i>The Barbarians of Ancient Europe: Realities and Interactions</i>, (Cambridge University Press, 2014).</p> <p>Waldemar Heckel, <i>The Conquests of Alexander the Great</i> (Cambridge University Press, 2008).</p> <p>Yuval Noah Harari. <i>Sapiens A Brief History of Humankind</i> (Vintage Books, 2016).</p> <p>Jared Diamond. <i>Guns, Germs, and Steel: Fates of Human Societies</i> (WW Norton New York 1997).</p> <p>Jack Goody. <i>The Theft of History</i> (Cambridge University Press, 2002).</p> <p>-do- <i>Interface Between the Written and the Oral</i></p> <p>Walter Ong. <i>Literacy and Orality</i> (Penguin Books 1987).</p>	

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
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1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	The first complete man was known as? A) Homo sapiens B) Homo naledi C) Homo erectus D) Homo habilis	Recognize	Remember
2	Which metal was the first used by the pre-historic man ? A) Gold B) Silver C) bronze D) Copper	Recall	Remember
3	The people of which age started Agriculture ? A) Old Stone Age B) New Stone Age C) Middle Stone Age D) Iron age	Recognize	Remember
4	The people of which civilization discovered wheel first? A) Egyptian B) Sumerian C) Greece D) Chinese	Recognize	Remember
5	Which king of India was defeated by Alexander? A) Himu B) Porus C) Pritiviraj D) Jeyachandra	Recognize	Remember
6	The earliest coins of India were known as A) Karshapornas B) gold C) silver D) Indo- Greeks	Recognize	Remember
7	The Prime Minister of Mourya period were known as A) Amatya B) purohit C) sumhatra D) Adhyaksha	Recall	Remember
8	The Mauraya Empire was divided into _____ providences? A) 4 B) 6	Recall	Remember

	C) 8 D) 10		
9	The early name of Chanakya was A) Vishnugupta B) Sivagupta C) Ajamila D) Ajathasatru	Recognize	Remember
10	Who was the first law givers of the world? A) Manu B) Draco C) Hammurari D) Salon	Identify	Remember
PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20			
21	a) Briefly discuss the Tools if Old Stone Age. (or) b) Give short notes on implements of New Stone Age?.	Explain	Understand
22	a) What do you mean by Homo Sapiens? (or) b) Who started the domestication of Animals?	Differentiate Define	Understand
23	a) Write a short notes on Battle of Hyde spas? (or) b) What is the Sphinx.	Explain	Understand
24	a) Give an account of Zigurat (or) b) Discuss briefly the hanging garden of Babilon	Illustrate	Apply
PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30			
25	a) Discuss the salient features of Old Stone Age (or) b) Describe briefly the sedentary life of the people of stone Age.	Describe	Analyze
26	a) Give an account of the Egyptian Civilization with special reference to their economy (or) b) Discuss the consequences of the Alexander’s invasion of India	Explain Discuss	Understand
27	a) Describe the Roman Trade and Economy in first century C (or) b) Describe briefly the contributions of Greek Empire to political field	Assess	Skill

SEMESTER – I				
Course Code	Course Name	L	T	P Credits
HIST102	History of India from c.8th Century BCE to c.7th CE	4	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Identify the political condition and state formation of Indian subcontinent from c.8 th BCE to c.7 th CE.	Remember
CO 2	Summarize various political dynasties existed in India upto c.7 th CE.	Understand
CO 3	Use the understanding of one's own past and contribute to the society.	Apply
CO 4	Impart a theoretical perspective of concepts of state formation in India.	Analyze
CO 5	Enable the students to understand the political dynasties history of Indian subcontinent better.	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrate, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Political condition of North India in the 6th century BCE: The sixteen Mahajanapadas with special reference to the rise of Magadha. urban centres and religious movements	16
II	Impact of Foreign invasions and founding of The Mauryan Empire. The role of Chanakya in the political and cultural relations and the administrative organization	16

	of the empire. Ashoka's dhamma: nature, propagation and debates. Society and economy; art and architecture.	
III	The Political scenario in Post Mauryan time frame under the Shungas, Indo-Greeks, Shakas and Pahlavas. Yu-Chis and the foundation of the Kushana dynasty in Bactria and India. Kujula Kadphises, identification of 'Soter Megas' and Vima Kadphises. The accession of Kanishka, spatial and temporal socio-economic impact of the Kushana empire and Kushana genealogy and chronology, decline and downfall.	16
IV	The monarchical states and tribal republics of North India in the second and third century CE. Western Kshatrapas: the Kshaharata dynasty. Nahapana and relations with the Satavahanas: Khardamaka dynasty and Kardamaka-Satavahana relations. Political consolidation of states under The Imperial Guptas.	16
V	The origin of the Gupta dynasty Chandragupta I, Samudragupta, Kacha debate, historicity of Ramagupta, Chandragupta II, Govindagupta, Kumaragupta, Ghatotkachagupta, Skandagupta and his successors; the Hephthalite and the Alchons, decline and downfall of the Imperial Guptas; debates of Golden age of Guptas and feudalism. Origin of Maukharis and Later Guptas, Maukharis, Imperial Maukharis of Kanauj; Later Guptas, the family of Krishnagupta, Maukhari-Later Gupta relations.	16
<p>Tasks and Assignments:</p> <p>Each Student is required to submit the following:</p> <ul style="list-style-type: none"> • Prepare two assignments of different topics related to the course. • Do a PowerPoint presentation of any topic of their choice from the syllabus. • Actively participate in debates and group discussions of topics from syllabus <p>References:</p> <ul style="list-style-type: none"> • Sankalia, H.D. : Prehistory and Proto-history of India and Pakistan, Pune, 1974 • Jain, K.C. : Prehistory and Proto-history of India, Agam Kala Prakashan, New Delhi, 1979 • Allchin, B & R : The Rise of civilization in India and Pakistan, New Delhi, 1989 • Wheeler, R.E.M. : Early India & Pakistan, New York, 1959 • Sharma, R.S. : Political Ideas and Institutions in Ancient India, Motilal Banarsidass Publishers, Delhi, 1959 • Majumdar, R.C. & Pusalkar, A.D. : The Vedic Age, Vidya Bhavan, 2nd (ed.), 1970 • Raychaudhary, H.C. : Political History of Ancient India, University of Calcutta, 1972 • Mookerji, R.K. Chandragupta Maurya and His Times, Motilal Banarsidas, Delhi, 1966 • Bhandarkar, D.R. Ashoka (English and Hindi edition) University of Calcutta, 1969 • Thapar, Romila Ashoka and the Decline of the Mauryas, Oxford University Press, Delhi, 2004 • Sastri, K.A.N. The Age of Nandas and Mauryas, Motilal Banarsidass (2nd ed.) Delhi, 1967 • Sastri, K.A.N. (ed.) Comprehensive History of India, Vol. II, Delhi, 1987 • Chattopadhyaya, S. Early History of North India 		

	<ul style="list-style-type: none"> • Chattopadhyaya, S. Sakas in India, Visva-Bharti Prakashan, Calcutta, 1955 • Chattopadhyaya, S. Academicians in India • Pargitar, F.E. Ancient Indian Historical Tradition, Motilal Banarsidass, Delhi, 1962 • Narain, A.K The Indo-Greeks, Oxford University Press, New Delhi, 1980 • Agrawala, V.S. India as known to Panini, Lucknow, 1957 • Puri, B.N India in the 'Times of Patanjali', Bombay, 1957 • Puri, B.N India under the Kusanas, Calcutta, 1963 • Lahiri, Bela Indigenous Republics of Ancient India • Mc Crindle The Invasion of India by Alexander the Great, Today and tomorrow Printers and Publishers, New Delhi, 1982. • Yazdani, G. The Early History of Deccan • Yazdani, G. Deccan Ka Prachina Itihas, Motilal Banarsidass, Delhi, 1995 • Mishra, S.N. Ancient Indian Republics, Upper India Publishing House, Lucknow, 1976. • Kane, P.V. : History of Dharmashastra (Rel. Vols. Bahandarkar Orient Research Institute, Poona, 1930 • Sharma, R.S. : Sudras in Ancient India, Motilal Banarsidass, Varanasi, Delhi, 1980 • Hutton, J. : Caste in India, Cambridge University, 1946 • Altekar, A.S. : Position of Women in Hindu Civilization, Motilal Banarsidass, Delhi, 1999 • Altekar, A.S. : Education in Ancient India, Varanasi, 1975 • Chattopadhyaya, S. : Social Life in Ancient India, Calcutta, 1965 • Gregory Possehl (ed.) : Ancient Cities of the Indus the Harappan Civilization • Sharma, R.S. : Material Culture and Social formations in Ancient India, Macmillan, Delhi, 1983 • Sharma, R.S. : Perspectives in Social & Economic History of Early India, Munshiram Manoharlal Publishers, New Delhi, 1983 • Ghoshal, U. N. : Contribution to the History of Hindu Revenue system, Calcutta, 1929 • Ghoshal, U. N. : Agrarian System in Ancient India, Calcutta University, (2nd edn.) Calcutta, 1973 • Gopal, Lallanji : Economic Life in Northern India, Motilal Banarsidass, (2nd edn.) Delhi, 1989 • Gopal, Lallanji : Aspects of the History of Agriculture in Ancient India, Bharti Prakashan, Varanasi, 1980 • Majumdar, B.P. : Socio-Economic History of Northern India (1030-1194), Calcutta, 1960 • Sircar, D.C. (ed) : Land System and Feudalism in ancient India (1030-1194), Calcutta, 1960 • Pandey, B.K. : Temple Economy under Cholas • Thakur, V.K. : Historiography of Indian Feudalism, Janaki Parkashan, Patna, 1989 • Ghosh, A. : The City in Early Historical India, Shimla, 1973 • Sinha, B.P. (ed.) : Potteries in Ancient India, Patna, 1969 • Majumdar, R.C. (ed.) : The Classical Age, 3rd edn. Bombay, 1990 	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	2	3	3	1
CO3	3	2	3	1	2
CO4	3	3	3	2	3
CO5	3	3	3	2	1

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	Which Dynasty hold the area from western Deccan to eastern Deccan? a) Pala Dynasty Satavahana Dynasty Nanda Dynasty Maurya Dynasty	recall	remember
2	Which one of them was founded by Dharmapala? Nalanda Vikramashila Vallabhi None of these	recall	remember
3	Who is the founder of the Gupta Dynasty? Vishnugupta Chandragupta 1 Sri Gupta Samudragupta	recall	remember
4	Which emperor of the Magadh empire is known as 'Seniya'? Dhanananda Ajatashatru Bimbisara None of these	identify	remember
5	Firstly used animals in the wars of Magadh? Horses Tigers Elephants None	recall	remember
6	Megasthenes was _____ Ambassador in the court of Chandragupta Maurya? Italian Greek Portuguese Chinese	identify	remember
7	Which ruler is best known for controlling the "Silk route"? Cholas Cheras Khushanas Pandavas	identify	remember
8	Great ruler Harshavardhana belongs to which Dynasty? Gupta Dynasty Maurya Dynasty Vardhana Dynasty	identify	remember

	None of the above		
9	Find the name of a book written by Aryabhata? Astadhyayi Navratna Aryabhatiyam Lilawati	recall	remember
10	Among these, which three kingdoms were engaged in the Tripartite struggle? Rashtrakuta, Pala, Chola Rashtrakuta, Chola, Gurjara- Pratihara Pala, Pallava, Gurjara-Pratihara None	identify	remember
PART – B Short Answer			
The answer should not exceed 200 words Marks: 5 x 4 = 20			
21	a)What is Yu Chi tribe? (or) b)What is meant by Dhamma ?	explain	understand
22	a)Discuss the debate around the soter megas. (or) b)How did maukhari rise, discuss.	explain	understand
23	a) Discuss the debate of Ramagupta. (or) b)Which is Indian feudalism ? discuss its evidence	illustrate	understand
24	a)Who were Khatrapas? (or) b)What do you understand by Kacha?	describe	understand
PART – C Essay Answer			
The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a)Write a detailed note on the ancient Egyptian Society. (or) b)Discuss in detail the religion of the Mesopotamian Civilization.	describe	analyze
26	a)How did the Indo-Roman trade affect the Mediterranean economy? (or) b)Write about the concept of Pyramid building and its effect on Egyptian society.	discuss	understand
27	a) Discuss the writing system of the Mesopotamian civilization. (or) b)Write a note on Hunter-gatherer – pastoral societies.	explain	understand

SEMESTER - I					
Course Code	Course Name	L	T	P	Credits
HIST103	Social Reform Movement in India during 19 th and 20 th Centuries	4	-	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Explain the political, social, cultural and religious conditions of India on the eve of British conquest	Understanding
CO 2	Identify factors that facilitated revival of creative abilities of Indians	Applying
CO 3	Examine the works and contributions of Indian reformers and nationalists	Analyzing
CO 4	Evaluate the works and contributions of revivalists and reform movements to the progress of society and communities	Evaluating
CO 5	Build socially conscious and sensitive communities	Creating

b. Syllabus

Units	Content	Hrs.
I	Conditions of India on the eve of British Conquest; educational-social-cultural-Rigid caste system-Condition of women-superstitious practices such sati, polygamy, female infanticide-Contact with the dynamic civilization of the West with the advent of British-Christian Missionaries and their proselytizing activities.	16
II	Conditions that facilitated revival of creative ability of Indians; Establishment of Asiatic Society of Bengal in 1784-Work done by Indologists, both Europeans and Indians-Study of Upanishads and Vedanta and Creation of pride in Indian's past heritage - Orientalist-Anglicist Controversy.	16
III	Influence of Western education; Colleges becoming centres of intellectual revolutions in Bengal, Madras and Bombay Presidencies-Spiritual knowledge flowing into literature and philosophy; Contributions of Sri Ramakrishna Paramahansa, Swami Vivekananda, Bankim Chandra Chatterjee, Iswar Chandra Vidyasagar, Rabindranath Tagore and Aurobindo as Reformers and nationalists.	16
IV	Reform and Revivalist Movements; Brahma Samaj-Yong Bengal Movement -Arya Samaj - Prarthana Samaj- Satya Shodak Samaj- Pandita Ramabai- M.G. Ranade's Poona Sarvajanik Sabha. Aligarh Movement, Wahabi and Ahmedia Movements- Veerasalingam and his work-Theosophical Society-Annie Besant- Emergence of vernacular press and literature.	16
V	Anti- Caste movements: S.N.D.P. Yogam, Dravidian Movement, Yadava Movement, Dalit Movement -Neo- Buddhism.	16
	Tasks and Assignments: Students are required to submit the following: <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play 	

	➤ Interact and observe with five persons or families other than your classmates and their families and write a report about your understanding of social condition	
	References: Claude Markovits, <i>History of Modern India</i> , Anthem Press, 2004 <i>Eminent Orientalists, European, Indian, American</i> , Cosmo Publications, 2000 Kenneth Jones, <i>Socio-religious Reform Movements in India</i> , Cambridge University Press, 1989. -----, <i>Religious Controversy in British India</i> , Sony Press (USA), 1992 Majumdar, R.C. <i>Swami Vivekananda: A Historical Review</i> , Advaita Ashrama, 1965 Sumit Sarkar, <i>Modern India, 1885-1947</i> , Macmillan, 2007 Sumit Sarkar & Tanika Sarkar, <i>Women and Social Reform in India</i> , Indiana University Press, 2008 Raj Kumar, <i>Essays on Social Reform Movements</i> , Discovery Publishing Houses, 2004 Aurobindo, <i>Indian Renaissance</i> , Aurobindo Ashram, Pondicherry. Geraldin Forbes, <i>Women in Modern India</i> , Cambridge University Press, 1999. Jose Abraham, <i>Islamic Reform and Colonial Discourse on Modernity in India</i> , Palgrave Macmillan, 2014 Uma Chakravarti, <i>Re-writing History, Life and Times of Pandita Ramabai</i> , Zuban Books, 2014.	

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	0	3	3	
CO2	3	3	0	2	3	
CO3	3	3	2	3	3	
CO4	3	3	3	3	3	
CO5	3	3	3	3	3	

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	3	3	-
Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
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Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference.	Contains title, introduction, discussion of main idea, conclusion and no reference.	Poor structure	No structure	Not submitted	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Comprehensive grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not presented	CO3, CO5

2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No coherent communication	Not presented	CO3, CO5
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i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	Who among the following gave the title of Shah-i-Bekhabar to Bahadur Shah? A. Khafi Khan B. Abbas Sarwani C. Ahmad Yadgar D. Firishta	Recognize	Remember
2	All India Women's Conference was founded in A. 1926 B. 1927 C. 1928 D. 1919	Recall	Remember
3	The principle that was incorporated in the Charter Act of 1813 was A. Encouraging learned Indians B. Promoting knowledge of modern sciences C. Sanctioning one lakh rupees annually D. Both A and B	Identify	Remember
4	The first lawful Hindu widow remarriage among the upper castes was celebrated in Calcutta in A. 1854 B. 1855 C. 1856 D. 1857	Recall	Remember
5	The President of Asiatic Society of Bengal during the year 1784-1794 was A. Sir John Shore B. Sir William Jones C. Davide Anderson D. Hendry Watson	Recognize	Remember
6	Satya Shodhak Samaj was founded by A. Jotirao Govindrao Phule B. E. V. Ramaswami Naicker C. Sir Syed Ahamed Khan D. M. G. Ranade	Recall	Remember
7	Arya Mahila Samaj was started by A. Pandita Ramabai B. Annie Besant C. Athmaram Pandurang D. Sarojini Naidu	Recall	Remember
8	The Mohammedan Anglo-Oriental College was opened by A. Khizr Khan B. Maulana Abul Kalam Azad C. Sayyid Ahmed Khan D. Khan Abdul Gaffar Khan	Recall	Remember
9	Who among the following received Rao Bhgathur award for social reform in 1893? A. Veerasalingam B. Jotirao Govindrao Phule C. M. G. Ranade D. Sir Syed Ahamed Khan	Recall	Remember
10	The first woman legislature in India was A. Dr. Muthulakshi Reddy B. Annie Besant C. Sarojini Naidu D. Sathyvani Muthu	Recognize	Remember

PART – B Short Answer			
The answer should not exceed 200 words Marks:5 x 4 = 20			
21	a) Describe the condition of women on the eve of British conquest (or) b) Describe the educational condition of India on the eve of British conquest	Explain	Understand
22	a) Explain the objectives of Asiatic Society of Bengal (or) b) Illustrate work done by an Indian Ideologist	interpret	Understand
23	a) Discuss the Orientalist-Anglicist controversy (or) b) Restate the creation of pride in India's past heritage	Explain	Understand
24	a) Relate social stagnation of India on the eve of British conquest to one of the superstitious practices (or) b) Draw up strategic plans to overcome societal issue	Illustrate	Apply
PART – C Essay Answer			
The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) Examine the colleges becoming ask centers of intellectual revolutions in Bengal, Madras and Bombay presidencies (or) b) Ascertain Swami Vivekananda as nationalist and reformer	Examine Ascertain	Analyze
26	a) Evaluate the emergence of vernacular press and literature (or) b) Estimate the contributions of social and revivalist movements to modernization of Indian society	Evaluate Estimate	Evaluate
27	a) Compile the Neo- Buddhism Movement (or) b) Construct the origin and ideologies of the Dravidian Movement	Compile construct	Create

SEMESTER – I					
Course Code	Course Name	L	T	P	Credits
HIST104	Economic History of British India	4	-	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	State the transition of Indian economy.	Remember
CO 2	Explain the land revenue policy of colonial government and its adverse impact in India	Understand
CO 3	Classify different methods through which the colonizers drained wealth out of India	Apply
CO 4	Examine colonial response to famine, fiscal policy, and growth of labour and trade union movements	Analyze
CO 5	Assess the impact of great depression on different sectors of Indian economy	Evaluate

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrast, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	The rise of British East India Company as a territorial power-Grant of the Diwani of Bengal, Bihar & Orissa- Assumption of authority without responsibility- Famine of 1769- Mercantilism-changing direction of trade-de-industrialization and loss of independent livelihood to artisans engaged in traditional arts and crafts- Impact of Company rule on artisanal class and agrarian conditions-de-urbanization- Impoverishment of the rural society.	16

II	Experiments in land revenue administration- Permanent Settlement/ Zamindari, Ryotwari and Mahalwari systems-Introduction of commercial agriculture-cash crops: cotton, groundnut, indigo, tobacco-plantation crops: coffee, tea, rubber- Oppressive land revenue system-resettlement operations-neglect of irrigation- usury and resultant indebtedness leading to rural distress- emigration to Empire colonies to escape starvation deaths under indentured labour system.	16
III	Transfer of power to Crown- Investment of British surplus capital in India-Growth of European enterprises in cotton textiles, jute and plantations- Building of railways under guaranteed interest scheme-Home Charges-Drain of wealth- Free Trade policy of the British-Worsening terms of trade - Maintaining balance of payments by export of gold.	16
IV	Recurring famines and epidemics-inadequate relief measures of the imperial government- Nationalists' critique on fiscal and monetary policy of the colonial state- banking, currency and exchange rates- The fallout of Swadeshi movement and the World War I- Emergence of indigenous capital and industrial labour- state industrial policy- factory legislation- labour and trade union movements.	16
V	Discriminating protection and measures aiming at decolonization-Great Depression and Its impact on agriculture, trade and industry-overvaluing of Indian rupee- Colonialism adding to the Depression-experiences before and during the World War II-Bombay manifesto, Bombay Plan-End of Colonial phase.	16

	<p>Tasks and Assignments: Students are required to submit the following:</p> <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play ➤ Interact and observe with five persons or families other than your classmates and their families and write a report about your understanding of economic conditions 	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	0	3	3	0
CO2	3	3	0	3	3	0
CO3	3	3	0	3	3	0
CO4	3	3	2	3	3	2
CO5	3	3	1	3	3	2

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60

Total	20	20	20	20	20	100
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e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference..	Contains title, introduction, discussion of main idea, conclusion.	Poor structure	No structure	Not submitted	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
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1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Sound critical thinking and grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not presented	CO3, CO5
2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No coherent communication	Not presented	CO3, CO5

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	The first Anglo-Maratha war came to an end in 1782 with A.The Treaty of Salbai B. The Treaty of Bassein C. The Treaty of Gwalior D. None of the above	Recall	Remember
2	The policy of Doctrine of Lapse was devised by A.Warren Hastings B.Lord Dalhousie C. Robert Clive D. Lord Auckland	Recall	Remember
3	The Committee of Circuit was appointed in A.1770 B. 1771 C. 1772 D. 1773	Recall	Remember
4	Diwani rights of Bengal, Bihar and Orissa was granted by Emperor Shah Alam to the Company on A.11 August 1765 B. 12 August 1765 C. 14 August 1765 D. 13 August 1765	Recall	Remember
5	Identify the territorial region in which Permanent Settlement was not introduced A.Bengal B.Bihar C. Orissa D. Madras	Identify	Remember
6	The cultivation of Indigo was carried under two systems A.Nij B.Ryoti B.Filature B. Both A and B	Recall	Remember
7	The famine commission under Richard Strachey was appointed in A.1878 B. 1879 C. 1880 D. 1881	Recall	Remember
8	The drain of resources from India to England was explained by Dadabhai Naoroji in his book A.Economic History of India B. An Economic History of India C.The Economic History of India D.Poverty and Un-British Rule in India	Recall	Remember
9	The first session of the All-India Trade Union Congress in 1920 was presided over by	Recall	Remember

	A.Mr. B.P. Wadia B. N.M. Joshi C. Lala Lajpat Rai D. None of the above		
10	The Bengal Chemicals Factory was founded by A. Nandalal Bose B. Jagdish Chandra Bose C. Acharya P.C. Ray D. None of the above	Recognize	Remember
	PART – B Short Answer The answer should not exceed 200 words Marks: 5 x 4 = 20		
21	a) Explain the factors for the rise of the British East India Company as a territorial power (or) b) Explain the importance of the Grant of Diwani.	Explain	Understand
22	a) Describe the causes for the de-industrialization in India (or) b) Illustrate the factors for the impoverishment of the rural society	Explain	Understand
23	a) Explain the features of the Permanent Settlement (or) b) Illustrate the introduction of commercial agriculture cash crops	Illustrate	Understand
24	a) Relate the rural distress in colonial India to usury and indebtedness (or) b) Identify the reasons behind emigration to Empire colonies	Relate Identify	Apply
	PART – C Essay Answer The answer should not exceed 400 words Marks: 3 x 10 = 30		
25	a) Ascertain the reasons for building railways in India under guaranteed interest scheme (or) b) Examine the theory of ‘drain of wealth’.	Ascertain Examine	Analyze
26	a) Evaluate the famine policy during the colonial government (or) b) Evaluate the fiscal and monetary policy of the colonial state	Evaluate	Evaluate
27	a) Assess the impact of Great Depression with the help of diagram (or) b) Assess the experience of India before and during the World War-II with clear illustration	Assess	Apply

SEMESTER - II					
Course Code	Course Name	L	T	P	Credits
HIST201	Introduction to Archaeology	4	-	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Recognize the significance of archaeological studies in global context in general and Indian context in particular.	Remember
CO 2	Classify different archaeological sites on the basis of material culture.	Understand
CO 3	Use theoretical knowledge to identify archaeological sites.	Apply
CO 4	Examine and analyze the nature and characteristics of various archaeological sites through material assemblages.	Analyze
CO 5	Draw critical understanding of the methodologies and techniques of archaeology.	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrate, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Definition, Aims and Scope of Archaeology – History of Indian Archaeology, relevance of archaeology in society, emergence and its development in Europe, America and in India. Periodization in Archaeology; Pre-historic, Proto-Historic, Historic and Medieval Archaeology. Archaeology and its relation with social sciences. Archaeological methods and forms of archaeological data,	16

	differences in approach and nature of evidence, key archaeological findings and their significance,	
II	Methods Equipment and Research: Definition of Archaeological site, Exploration and excavation; aims and methods of excavation, archaeological photography and drawing, recording of excavated finds, three dimensional measurement, section drawing, artefacts and Eco-facts. Cultural Sequence. Dating methods- relative and absolute	16
III	Branches of Archaeology- Marine Archaeology, Nautical Archaeology, Maritime Archaeology, Salvage Archaeology, Ethno-Archaeology, Coastal Archaeology, Environmental Archaeology, Industrial Archaeology. Coastal Archaeology in India. Salvaging off-shore and on-shore cultural heritage – excavation, artefact recovery and recording, conservation: Bet Dwarka, Goa, Chaul, Nagapattinam, Poompuhar, Nagarjunakonda, Arikamedu and Pattanam.	16
IV	Archaeological Natural Sciences: role of natural and social sciences in Archaeology – Archaeological Chemistry, Microbial Archaeology, Archaeological Anthropology, Geology, Palaeontology, Palaeobotany and Zoological Archaeology Theoretical Archaeology: The New Archaeology: Culture and Process, Post-processual Archaeology.	16
V	Role of Archaeological Survey of India, State and varsities' Archaeological departments, Archaeological museums, conservation of cultural heritage, Archaeological Legislation, Threats to Archaeological sites: Archaeology and Public Education.	16
	<p>Tasks and Assignments:</p> <p>Each Student is required to submit the following:</p> <ul style="list-style-type: none"> • Prepare two assignments of different topics related to the course. • Do a PowerPoint presentation of any topic of their choice from the syllabus. • Actively participate in debates and group discussions of topics from syllabus <p>References:</p> <ul style="list-style-type: none"> • Apte, B.K. 1973. A History of the Maratha Navy and Merchant ships. Mumbai: Government Central Press. • Binford, L.R. 1972 Introduction. An Archaeological Perspective, pp. 1–14. Seminar Press, New York. • Chakrabarti, D.K. 1988 A History of Indian Archaeology: From the Beginning to 1947. New Delhi: Munshiram Manoharlal. • Daniel, Glyn, E. 1981. A Short History of Archaeology. London: Duckworth. • Dhavalikar, M K. 1984. Toward an Ecological Model for Chalcolithic Cultures of Central and Western India. Journal of Anthropological Archaeology 3. Pp- 133-158 • Fagan, B. 1988. In the beginning: An Introduction to Archaeology. Glenview: Scott, Foresman and company. • Flannery, K.V., and J. Marcus 1998 Cognitive Archaeology. In Reader in Archaeological Theory: Post-Processual and Cognitive Approaches, edited by D. Whitley, pp. 35–48. Routledge, London. 	

	<ul style="list-style-type: none"> • Gardner, A. 2009 Agency. In Handbook of Archaeological Theories, edited by R.A. Bentley, • H.G. Maschner, and C. Chippindale, pp. 95–108. AltaMira Press, Lanham, MD. • Gifford-Gonzalez, Diane. 2011. Just Methodology? A Review of Archaeology’s Debts to Michael. Schiffer. Journal of Archaeological Method & Theory (2011) 18: 299–308. • Hodder, Ian. 1992. Theory and Practice in Archaeology. London: Routledge. • Hodder, I. 1995. Interpreting Archaeology: Finding Meaning in the Past. New York: Routledge. • Hurcombe Linda 2007. Archaeological artefacts as material culture. New York: Routledge. • Johnson, Matthew 2007. Archaeological Theory: An Introduction. Blackwell Publishing (new edition 2010). • Kelly, R.L. 1995. Chapter 3, Foraging and Subsistence. In The Foraging Spectrum: Diversity in Hunter-Gatherer Lifeways. Smithsonian Institution Press, Washington, D.C. (pp. 65– 110) • McHenry, Henry M. 2009. Human Evolution Pp. 256-280 in Evolution: The First Four Billion Years, edited by M. Ruse and J. Travis. Cambridge, Massachusetts: Harvard University Press. • Okamura, Katsuyuki and Matsuda, Akira 2011 (eds.) New Perspectives in Global Public Archaeology, Springer. • Paddayya, K. 1990. New Archaeology and Aftermath: View from Outside the Anglo-American World. Pune: Ravish Publishers • Paddayya, K. 2014. Multiple Approaches to the Study of India's Early Past: Essays in Theoretical Archaeology. Aryan Books International. • Renfrew, Colin and Paul Bahn 2006 Archaeological: Theories and Methods and Practice. • Schiffer, M.B. 1995. Behavioral Archaeology: First Principles. Salt Lake City: University of Utah Press.
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	3	1
CO2	3	2	3	3	3
CO3	3	2	3	3	2
CO4	3	3	3	3	3
CO5	3	3	3	3	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
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1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	Which field of anthropology concentrates on the human past? a. paleoanthropology b. archaeology c. primatology d. both A and B	recognize	Remember
2	Artifacts _____; ecofacts _____ a. are valuable and rare; are easy to come by. b. are made by humans; exhibit traces of human activity. c. decay rapidly; last for a long time. d. are facts about art; are facts about nature.	Recognize	remember
3	A site's spatial arrangement is: a. not as important as the recovered artifacts b. more important than the recovered artifacts c. ruined once digging begins d. none of the above	recognize	Remember
4	Which of the following is a remote-sensing device used to find archaeological sites? a. ground-penetrating radar b. proton magnetometers c. electrical resistivity meters d. all the above	Recall	Remember
5	Which archaeological method is best for identifying large-scale land modifications? a. test pits	Recall	Remember

	b. ground-penetrating radar c. aerial photography d. proton magnetometers		
6	Which of the following methods is not used to remove the soil enclosing site materials? a. brushes b. trowels c. shovels d. dental picks	Identify	Remember
7	The context in which an artifact is found: a. is lost once digging begins. b. is not as important as the artifact. c. provides only a fraction of information. d. is crucial to understanding the site.	Recall	remember
8	Scientists don't usually determine an artifact's function by studying its a. morphology. b. molecular structure. c. location. d. wear patterns.	Recognize	Remember
9	Subsistence patterns' refers to: a. what people ate b. where they lived c. how they buried their dead d. both A and C	Recall	Remember
10	Which dating technique is based on the patterns of tree-ring growth? a. radiocarbon dating b. fission-track dating c. paleomagnetic dating d. dendrochronology	Identify	Remember
	PART – B Short Answer The answer should not exceed 200 words arks:5 x 4 = 20		
21	A)What is Archaeology? Or b)What is meant by Proto-history?	Explain	Understand
22	a. Discuss the aims of archaeology. Or b. How relative dating work.	Illustrate	Understand
23	a. Discuss eco-facts. Or b. Which is salvage archaeology ? discuss its evidence	describe	Understand
24	a. Who were antiquarians? Or b. What do you understand by Palaeontology?	Explain	Understand
	PART – C Essay Answer The answer should not exceed 400 words Marks: 3 x 10 = 30		
25	a) Elaborate how archaeological material culture helps reconstruct history. Or b) Discuss in detail the aims and objectives of	Describe	Analyze

	Archaeology.		
26	a) What are the advantages of Relative dating over Absolute dating methods in Archaeology. (or) b) What are the methodological differences between exploration and excavation in archaeology?	Explain	Analyze
27	a) Discuss the role of maritime archaeology in understanding the religious, economic and cultural history. (or) b) Explain the difference of objectives and methods in vertical and horizontal excavation.	Discuss	Understand

SEMESTER - II					
Course Code	Course Name	L	T	P	Credits
HIST202	Medieval World	4	-	-	4
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understand different theories and methods used in practices of world history and approaches of world system.	Remember
CO 2	Describe the different conquest of Persian empire, Mongol empire and Iberian Peninsula empire.	Analyze
CO 3	Elucidate the reformation, renaissance, Arts and technological development.	Understand
CO 4	Analyze Cross Cultural Religious and economic exchanges of Buddhism, Spread of Islam, Porcelain trade, Slave trade.	Analyze
CO 5	Discuss the Ming Dynasty and Zheng-He-Trading Diasporas	Skill

b. Syllabus

Units	Content	Hrs.
I	Historiography of Global History-Theories of World History-Total History-World Systems Approach	16
II	Conquests, Empires, Persian Empire-Mongol Empire-Iberian Peninsula and its Empires, Christendom state and Church, Church and Society.	16
III	Reformation – Protestantism, Counter Reformation, Renaissance: Arts, Science and technology.	16
IV	Cross Cultural Religious and economic exchanges-Trade and the spread of Buddhism from India to China-Overland Trade and Cultural interactions in Eurasia: The case of the Porcelain Trade- Rise of Islam and trade networks in Asia and the Mediterranean world. Feudalism, Slave Trade.	16
V	Oceans and History-The Ming Dynasty and Zheng-He-Trading Diasporas.	16
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ The ability to transfer their ideas effectively, both orally and in writing. ✓ Individual / Group Seminar presentation on selected topics. ✓ Report of interdisciplinary approaches of selected topics / concepts <p>Suggested Readings:</p> <p>Bose, Sugata, <i>A Hundred Horizons</i>, Harvard University Press, 2008</p> <p>Cowen, Noel, <i>Global History</i>, Polity Press, 2010</p> <p>Beckwith, Christopher. <i>Empires of the Silk Road; A History of Central Eurasia from the Bronze Age</i>. (Princeton University Press. 2009).</p>	

	Bentley, Jerry. <i>Old World Encounters</i> , New York Oxford University Press 2008. Findley, Robert. <i>The Pilgrims' Art</i> University of California Press 2005. Frankopen, Frank. <i>The Silk Roads: A New History of the World</i> . Bloomsbury, 2016. Woolf, Daniel, <i>A Global History of History</i> , Cambridge University Press 2012. Wallerstein, I, <i>The Modern World System</i> , 3 vols.	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos

1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	Who is the father of “Linear Theory”? A) Thomas Carlyle B) G.W.Ferderic Hegal C) H.G.Wells D) Friedrich Nietzsche.	Recognize	Remember
2	Who was the leader of second phase of Annals Schools after 1945?	Recall	Remember

	A) Fernand Braudel B) Lucien Febvre C) Marc Bloch D) H.G.Wells		
3	During Ghengis Khan's attempt to capture China, North China was ruled by A) Hsi Hsia B) Jurchen C) Sung dynasty D) Ogodei	Recognize	Remember
4	Which part was called the Iberian Peninsula? A) Germany & Italy B) French & Poland C) French & Portugal D) Spain & Portugal	Recognize	Remember
5	Renaissance art re-introduced the cultures of A) Egypt & Greece B) Greece & Rome C) Egypt & Rome D) Byzantium & Rome	Recognize	Remember
6	What was the role of Martin Luther in Renaissance? A) He was the leader of protestant reformation B) He was a famous writer C) He was a royal D) He was a peasant	Recognize	Remember
7	What is the practice of allowing buyers to escape their punishments? A) Consideration B) Practicum C) Ignatius D) Indulgences	Recall	Remember
8	Who coined the term Silk Road in 1877? A) F. Von Richtofen B) Friedrich Hegel C) St. Augustine D) H.G. Wells	Recall	Remember
9	Who was first Caliph? A) Abu Bakr B) Umar C) Uttaman D) Ali	Recognize	Remember
10	How many sea voyages made by Zheng He? A) 6 B) 7 C) 8 D) 9	Identify	Remember
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20		
21	a) Elucidate different phases of Annals Schools of history (or) c) Describe Weller Stein's world System approach.	Explain	Understand
22	a) Define rise and fall of Persian Empire. (or) b) Briefly discuss the rise and expansion of Mongol empire.	Differentiate Define	Understand
23	a) Critically analyze the Renaissance in Arts. (or) b) Critically evaluate the spread of Luther's ideas	Explain	Understand
24	c) Discuss early life of Prophet Mohammed (or) d) Discuss European feudalism.	Illustrate	Apply
	PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30		
25	a) Briefly expound on different kinds of global theory (or) b) Critically evaluate the reformation of Protestant and Calvinist ideas.	Describe	Analyze
26	a) Define history of Iberian Peninsula and its empire. (or) b) Discuss the trade and the spread of Buddhism from India to China.	Explain Discuss	Understand
27	a) Asses the rise of Islam and trade networks in Asia and the Mediterranean world. (or) b) Assess the Zheng He's Sea voyages and trading diaspora.	Assess	Skill

SEMESTER – II					
Course Code	Course Name	L	T	P	Credits
HIST203	Environmental History of India Since 1970	4	-	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Define terms and concepts of environmental history.	Remember
CO 2	Illustrate the natural resource management and forest acts and policies	Understand
CO 3	Apply methods of environmental movement in protecting environment	Apply
CO 4	Examine adherence to environmental ethics and implementation of environmental legislation in India	Analyze
CO 5	Conceive plans for ensuring sustainable development	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrast, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Environmental History -Environment and Ecology: definition, terminology, concepts, scope and importance, The multidisciplinary nature of environmental studies, natural resources, ecosystems, Environment as agent in the transformation of human life. approaches to environmental history, History of Man and his Environment through time and space -Hunter-Gatherers, development of agriculture, man & animal interactions, cultural ecology, Regional	16

	perspectives of appropriation of nature, river valley civilizations, Cultural beliefs and conservation, sacred groves, early water management, Environment and Culture	
II	Introduction to the historiography and the early history of environmentalism. - The commodification of Nature, natural resource management and their consequences, The 'soreness of the land' and British Colonial intervention as watershed in Environmental History, Forest, forestry and Changing forms of land use- Environment and Ecology under British Rule, Forests Acts and Policies, Conservation versus exploitation.	16
III	Environmental Movement- Environmental Movement, Non-Governmental Organisations and Environmental Movements: Bishnoi Movement, Chipko Movement, Save Silent Valley Movement, Appiko Movement. Narmada Bachao Andolan.	16
IV	Environmental Legislations- Environmental Ethics in India, Environmental Legislation in India (Air, Water, Noise Pollution, Wildlife, Wildlife Sanctuaries and National Parks Forest Protection Laws and Hazardous Wastes (Management and Handling) Laws – Enforcement of Environmental Legislations	16
V	Social Issues and Environment - Concept of sustainable development, Issues Debated for sustainable development (Rio Conference), Basic Aspects of Sustainability, Efforts for sustainability	16
	Tasks and Assignments: Students are required to submit the following: <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play ➤ Interact and observe with five persons or families other than your classmates and their families and write a report about your understanding of their awareness of the need for protecting environment 	
	References: Arnold D. and R. Guha 1995. <i>Nature, Culture, and Imperialism: Essays on the Environmental History of South Asia</i> . Delhi: New Oxford University Press. Baviskar, Amita (Ed.). 2008. <i>Contested Waterscapes</i> . Delhi: Oxford University Press. <i>Final Order of Cauvery Water Disputes Tribunal (Clause I to XXI)</i> , 2007. Govt of India. Cederlof, Gunnel and K. Sivramkrishnan (Eds.). 2005. <i>Ecological Nationalism: Nature, Livelihoods and Identities in South Asia</i> . Delhi: Permanent Black. Crosby, Alfred. W. 1986. <i>Ecological Imperialism: The Biological</i>	

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Rao, Neena A. 2008. *Forest Ecology in India.Colonial Maharashtra 1850- 1950*. New Delhi: Foundation Books, 274pp.

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Gadgil, Madhav and Ramchandra Guha1994. Ecological Conflict and Environmental Movement in India" *Development and Change*, 25: 101-36.

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University, Sikkim Publication (www.eiilmuniversity.ac.in) McNeill, J.R. The Historiography of Environmental History. <i>Encyclopaedia of Life Support Systems (EOLSS)</i> , pp. 1-10. <i>Narmada River Water Dispute</i> . 1978. 1-257. Govt of India.	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	2	3	3	1
CO2	3	3	1	3	3	2
CO3	2	3	3	3	3	3
CO4	3	3	3	3	3	3
CO5	1	3	2	3	3	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs

1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference.	Contains title, introduction, discussion of main idea, conclusion.	Poor structure	No structure	Not submitted	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Sound critical thinking and grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not presented	CO3, CO5
2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No coherent communication	Not presented	CO3, CO5

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	When and where was the first Earth Summit held? A. In Rio in 1992 B. At Stockholm in 1992 C. In London in 1992 D. In New York in 1992	Recall	Remember
2	Who among the following defined ecology as “science that investigates organisms in relation to their environment”?	Recognise	Remember

	A.Ernst Haeckel Woodbury C. Theophrastus D. Gorges Buffon		
3	Which of the following articles of the Indian Constitution impose obligation on the state and citizens to protect and improve the environment as one of the primary duties? A.Article 48A B. Article 51A C. Both A and B D.None of the above	Recall	Remember
4	Identify the significant aspects of Chipko Movement those contributed to its success A.Close links between livelihood of local people and the nature of movement B Simplicity and sincerity of leaders C.Adherence to the Gandhian method of agitation D. All of the above	Recognise	Remember
5	Narmada Bachao Andolan was led by A. Medha Patekar B. Sunderlal Bahuguna C. Gaura Devi D.Sudasha Devi	Recall	Remember
6	When was All India Wildlife Protection Act enacted? A.1976 B. 1952 C. 1972 D. 1976	Recall	Remember
7	Social dimensions of sustainable development are A.Human rights B. Labour rights C. Corporate governance D. All of the above	Recall	Remember
8	Energy production by burning fossil fuels is responsible for A.Global warming B.Significant levels of air pollution C. Both A and B D.Only A is correct	Recall	Remember
9	Who among the following was appointed as the first Inspector-General of Forests? A.Hugh Cleghorn B.Dietrich Brandis C.James Forsyth D. B. H. Baden Powel	Recognise	Remember
10	The author of <i>Ecological Imperialism</i> is A.Alfred Crosby B.Richard H. Grove C.Alexander Gibson D. None of the above	Recall	Remember
	PART – B Short Answer The answer should not exceed 200 words arks:5 x 4 = 20		
21	a) Explain the different components of environment(or) b) Outline the subdivisions of ecology	Explain	Understand
22	a) Illustrate the history of man and environment(or) b) Show how environment helps human shape the culture	Interpret	Understand
23	a) Discuss the commodification of nature (or) b) Restate the natural resource management and its consequences	Explain	Understand
24	a) Apply provisions of forests Acts and policies in protecting forest (or) b)Develop an idea of conservation against exploitation	Illustrate	Apply
	PART – C Essay Answer The answer should not exceed 400 words Marks: 3 x 10 = 30		
25	a) Analyse the impact of environmental movements in India(or) b) Examine the causes and achievements of the Chipko Movement	Analyse Examine	Analyze
26	a) Assess the effectiveness of environment legislation in protecting environment in India (or) b) Estimate the importance of environmental ethics in	Assess Estimate	Evaluate

	protecting environment		
27	a) Devise strategy to achieve sustainability (or) b) Compile efforts for achieving sustainability with examples	Devise Compile	Create

SEMESTER – II					
Course Code	Course Name	L	T	P	Credits
HIST204	Nationalist Movement in India	4	-	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	State the approaches to the Indian Nationalism	Remember
CO 2	Explain the growth of political consciousness and political associations	Understand
CO 3	Examine the growth of militant nationalism and their activities	Analyze
CO 4	Evaluate the Gandhian phase of nationalist movement	Evaluate
CO 5	Compile events and activities leading to partition of India and making of constitution	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrast, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Approaches to Indian Nationalism: Nationalist, Marxist, and Subaltern–Early revolts against British rule- by regional powers in the south: Tipu & Kattabomman, Marudhu brothers & Veluthambi- Vellore Revolt, 1806 –tribal (Santals) and peasant uprisings (1783) in Bengal presidency. The Great Rebellion of 1857- causes, course & results- Historians' various interpretations – end of Company rule and transfer of power to the Crown.	16
II	Western Education and its impact – the emergence of a new middleclass- Growth of Vernacular literature-role of newspapers and	16

	press in raising the political consciousness of the people-Political Associations before 1885-Surendranath Bannerji-Formation of the Indian National Congress-Debates on its origin- The prayer and petition methods of the early nationalists-their critique on economic drain.	
III	Divide and Rule Policy of the British-Partition of Bengal-Swadeshi Movement as response: Rise of militant nationalism- Bipin Chandra Pal, Bal Gangadra Tilak, Lala Lajpati Roy, Aurobindo & Bharathi, Subramania Siva- Conflict and split in the Congress. Militant nationalists taking to violent means and getting implicated in cases of sedition- Anusilan Samithi and The Gadar Movement- Muzaffarpur and Alipore bombings- Attempt on Viceroy Lord Hardinge, Collector Ashe murder -Home Rule League-Tilak & Annie Besant.	16
IV	Repressive measures of the imperial government- Satyagraha against the Rowlatt Act- Jallianwala bagh tragedy-Arrival of Gandhi on the scene- his non-violent techniques experimented in Champaran & Bardoli peasant struggles- The Non-Co-operation Movement, 1920-1922- Suspension of Movement in the wake of violence in Chauri Chaura leading to formation of Swarajya Party. The decline of the Swarajya party-World-wide economic depression creating objective conditions for Congress emerging as a militant mass movement in the 1930s- Call for Civil Disobedience Movement- Round Table Conferences- The Poona pact and after-Nehru and Subhash Chandra Bose playing a leading role in formulating Congress's agrarian and labour programme and later preparing Congress election manifesto-participation of capitalists, industrial labour, tribals, peasants and women in Freedom movement- activities of the Communists and the Socialists in peasant and labour movements.	16
V	Fallout of Subhash Chandra Bose with Gandhi- Starting of Forward Bloc – Bose's INA activities. Religion as instrument for political mobilization- Muslim League and Hindu Mahasabha - Muhammed Ali Jinnah's demand for separate state for Muslims- Cripps Mission- its failure-The Quit India Movement, 1942- Individual Satyagraha- Royal Indian Navy Revolt- Proposals of Cabinet Mission-Independence after Partition- Making of Constitution- Constituent Assembly-Ambedkar as architect of Indian constitution- Merger of Princely States with Indian Union.	16
	Tasks and Assignments: Students are required to submit the following: <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play 	
	References: Bose, A.C., <i>Indian Revolutionaries Abroad, 1905-22</i> , Patna, 1971. Bipan Chandra, <i>The Rise and Growth of Economic Nationalism in India: Economic Policies of Indian Leadership (1880-1905)</i> , People's Publishing House ----- <i>History of Modern India</i> , Orient BlackSwan, New Delhi, 2010. -----, et.al, <i>India's Struggle for Independence</i> , Penguin	

	<p>Books, New Delhi, 1989.</p> <p>-----<i>Indian National Movement: Long-term Dynamics</i>, New Delhi, 1988.</p> <p>-----<i>Nationalism and Colonialism in Modern India</i>, New Delhi, 1987. Harish K.</p> <p>Brij Kishor Sharma, <i>Tribal Revolts</i>, Pointer Publishers, 2008</p> <p>David Arnold, <i>Nationalist Politics in South India: The Congress in Tamil Nad, 1919-1937</i> Routledge.</p> <p>Manikumar, K.A. <i>Vellore Revolt, 1806</i>, Allied Publishers, 2007</p> <p>Panikkar, K.N. <i>Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India</i>, Tulika, 1995</p> <p>Pradhan, R. G., <i>From Raj to Swaraj</i>, Macmillan, 2008.</p> <p>Harish Puri, <i>Ghadar Movement</i>, National Book Trust, 2011.</p> <p>Rajayyan, K. <i>South Indian Rebellion</i>, Rao and Raghavan, 1971</p> <p>RanjitGuha, ed., <i>A Subaltern Studies Reader, 1986-1995</i>, Delhi, Oxford University Press, 1997.</p> <p>1857, <i>Essays from Economic and Political Weekly</i>, Orient Longman, 2008.</p> <p>Raj Mohan Gandhi, <i>A Tale of two Revolts" India 1857 and the American Civil War</i>, Penguin, 2009.</p> <p>Sabayasachi Dasgupta, <i>In Defence of Honour and Justice</i>, Primus Books, 2016</p> <p>Sajal Nag, Tejimala Gurung & Abhijit Choudhury (eds.), <i>Making of The Indian Union: Merger of Princely States and Excluded Areas</i>, Akansha Publishing House, New Delhi, 2007</p> <p>Satyabrata Rai Chowdhury, <i>Leftist Movements in India: 1917-1947</i>, Calcutta, 1977.</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	1
CO2	3	3	3	3	3	2
CO3	3	3	3	3	3	1
CO4	3	3	3	3	3	3
CO5	3	3	3	3	3	2

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	2	2	-

Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference..	Contains title, introduction, discussion of main idea, conclusion.	Poor structure	No structure	Not submitted	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Sound critical thinking and grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not presented	CO3, CO5

2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No coherent communication	Not presented	CO3, CO5
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i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	Who among the following authored <i>India in Transition</i> ? A.M. N. Roy B. R. P. Dutt C. A. R. Desai D. Bipan Chandra	Recall	Remember
2	Who among the following was known as the, ‘father of revolutionary thought in India’? A. Bipan Chandra Pal B. Lala Lajpat Rai C. Aurobindo Ghose D. Bal Gangadhar Tilak	Recall	Remember
3	The Chamber of Princes was created in A. 1921 B. 1920 C. 1919 D. 1918	Recall	Remember
4	The formal proclamation of Swadeshi movement was made on the A. 4 th August 1905 B. 5 th August 1905 C. 6 th August 1905 D. 7 th August 1905	Recall	Remember
5	The activities of Home Rule Leagues consisted in organising A. Discussion group B. Reading room in cities C. Mass sale of pamphlets and lecture tours D. All of the above	Recall	Remember
6	Which Viceroy of India helped A. O. Hume for the formation of INC? A. Lord Cornwallis B. Lord Dalhousie C. Lord Dufferin D. Lord Curzon	Recognise	Remember
7	Who was the only British to become the President of INC? A. A. O. Hume B. Gladstone C. Lord Attlee D. George Yule	Recognise	Remember
8	In which year was Mrs Annie Besant elected as the President of INC? A. 1907 B. 1916 C. 1917 D. 1905	Recall	Remember
9	When did Gandhi declare his fast unto death? A. 1905 B. 1919 C. 1934 D. 1942	Recall	Remember
10	In which year Simon Commission visited India? A. 1900 B. 1920 C. 1930 D. 1928	Recall	Remember
	PART – B Short Answer The answer should not exceed 200 words Marks: 5 x 4 = 20		
21	a) Describe the subaltern approach to Indian Nationalism (or) b) Illustrate the causes for the Great Rebellion of 1857	Explain	Understand
22	a) Explain the causes for the Vellore Revolt of 1806 (or) b) Illustrate the transfer power to the Crown	Interpret	Understand
23	a) Outline the growth of Vernacular literature (or) b) Show the role of newspapers and press in raising the	Explain	Understand

	political consciousness of the people		
24	a) Identify the impact of Western Education in India (or) b) Construct an idea on early nationalists' critique on economic drain	Illustrate	Apply
PART – C Essay Answer			
The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) Inspect the Divide and Rule Policy of the British (or) b) Associate Bipin Chandra Pal with the rise of militant nationalism	Inspect Associate	Analyze
26	a) Appraise the Non-Co-operation Movement of 1920-1922 (or) b) Assess the activities of the Communists and the Socialists in peasant and labour movements	Appraise Asses	Evaluate
27	a) Compile the activities of Bose's INA (or) b) Expand Ambedkar as an architect of Indian constitution	Compile Expand	Create

SEMESTER - III					
Course Code	Course Name	L	T	P	Credits
HIST301	Historiography: Theory and Methods	4	-	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Define history, its nature, scope, and relations with other subjects.	Remember
CO 2	Explain different historiographical approaches	Understand
CO 3	Illustrate the emergence of history as professional discipline	Apply
CO 4	Examine the emergence of new paradigms of history, such as economic history, social history, and the Annales school	Analyze
CO 5	Demonstrate skills for undertaking historical research	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrast, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Nature and Scope of History: Definition meaning and Use of History - Nature of historical knowledge – Multidisciplinary Nature of History: Archaeology, Geography, Anthropology, Economics and Sociology.	16
II	Historiography: Greek Historiography: Herodotus, Thucydides, Polybius – Roman Historiography: Livy, Tacitus – Medieval Historiography: St. Augustine, Ibn Khaldun –Enlightenment Historiography: Edward Gibbon.	16
III	Emergence of History as a professional discipline: Leopold von Ranke, History as science - Auguste Comte and positivism –Hegel and Dialectical Materialism- Karl Marx and the materialist conception of History- Karl Popper and his theory (The <i>Poverty</i> of Historicism).	16

IV	<p>Emergence of new paradigm: Economic History-William Hewins, Henri Pirenne - J.H. Clapham. The Annales school -Lucien Febvre - Marc Bloch - Fernand Braudel and Leroy Ladurie. New Social History- E. P. Thompson and History from Below – Carlo Ginzburg and subaltern History Ranajit Guha</p>	16
V	<p>Historical Methodology: Subject of research - Sources- Causation – Objectivity- Interdisciplinary approach, Historical methods, Research Proposal and Report writing, documentation (Footnotes, Endnotes and Bibliography).</p>	16
	<p>Tasks and Assignments: Students are required to submit the following:</p> <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play ➤ Interact with five students from other departments and write a report about their understanding of history 	
	<p>References: Aymard, Maurice and HarbansMukhia. Ed. French Studies in History, 2 Volumes. Delhi: Orient Longman, 1988. Bloc, Marc, The Historian’s Craft, New York: Vintage Books, 1979. Braudel, Fernand, On History, Chicago University Press, 1982. Breisach, Ernst, Historiography: Ancient, Medieval and Modern, Chicago University Press, 1983. Burke, Peter, ed., A New Kind of History from the Writings of Lucien Febvre, New York, Harper Torch Books, 1973. Burke, Peter, History and Social Theory, Cornell University Press, 2005 Burke, Peter, Varieties of Cultural History, Oxford, 1999. Cambridge Companion to Herodotus. Cambridge Companion to Thucydides Carr E.H., What is History? 2nd ed. London: Penguin, 1987. Collingwood, R.G., Idea of History, Oxford University Press, 1974. Finley, Moses, Use and Abuse of History, Viking Press, 1987. Gardiner J. (ed.), What is History Today? London, Humanities Press International, 1988. Guha, Ranajit, ed., A Subaltern Studies Reader, 1986-1995, Delhi: Oxford UP, 1997. Hornblower, Simon, Commentary on Thucydides, Clarendon Press, 1997. Iggers Georg, Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge, 2nd ed. Wesleyan, 2005. J B Bury Greek Historians, Oxford University Press. Jenkins, Keith, The Postmodern History Reader, London, Routledge, 1997. Mac Rauld Donald and Avram Taylor, Social Theory and Social History. Houndmills: Palgrave, 2004. Marnie, Hughs Warrington, Fifty Key Thinkers in History, London: Routledge, 2009.</p>	

<p>Marwick Arthur, The New Nature of History: Knowledge, Evidence, Language. Houndmills: Palgrave, 2001.</p> <p>Popper, Karl, The Poverty of Historicism, Routledge, 1957.</p> <p>Sreedharan E. A Textbook of Historiography: 500 BC to AD 2000. Hyderabad: Orient Blackswan, 2004.</p> <p>Stern, Fritz Richard, Varieties of History, From Voltaire to the Present, New York: Vintage, 1973.</p> <p>Wedgewood, C.V., The Sense of the Past: Thirteen Studies in the Theory and Practice of History, New York: Collier Books, 1960.</p>

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	3	3	3	3	3	2
CO5	3	3	3	3	3	1

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs

1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference.	Contains title, introduction, discussion of main idea, Conclusion and no reference	Poor structure	No structure	Not submitted	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Comprehensive grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not presented	CO3, CO5
2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No coherent communication	Not presented	CO3, CO5

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	“History is an account of the unchanging past” is a definition of A. Aristotle B. E. H. Carr C. H. G. Wells D. Voltaire	Recall	Remember
2	<i>Reason in Common Sense</i> is authored by	Recognize	Remember

	A.George Santayana B. G. E. Lessing C. Pieter Gayle D. Spengler		
3	Who among the following is considered as the father of history? A.Thucydides B. Herodotus C. Xenophon D. Polybius	Recognize	Remember
4	The greatest work of St. Augustine is A. <i>The City of God</i> B. <i>Confessions</i> C. <i>Historia Ecclesiastica</i> D. <i>The Lives of Martyrs of Palestine</i>	Recall	Remember
5	Who among the following is the most important philosopher of the Romantic Idealist Movement? A.Hegel B. J. S. Mill C. Comte D. Ranke	Identify	Remember
6	Karl Marx published his work on political economy, <i>Das Kapital</i> , in A.1865 B. 1867 C. 1868 D. 1869	Recall	Remember
7	<i>Annales</i> was eager to produce A.Partial History B. All History C. Total History D. End of History	Recall	Remember
8	The principal motive force behind the <i>Subaltern Studies</i> project was A.Ranajit Guha B. Raymond Williams, C. Perry Anderson D. Tom Nairn	Recall	Remember
9	Historical objectivity stands for what is A.True B. Real C. Free from personal bias D. All of the above	Recall	Remember
10	A good proposal comprises of the following elements A.Formulation of research problem B. Fixation of the limits of proposal research C. Identification of its features D. All of the above	Recall	Remember
PART – B Short Answer			
The answer should not exceed 200 words marks:5 x 4 = 20			
21	a) Illustrate the uses of history(or) b) Explain the nature of historical knowledge	Explain	Understand
22	a) Infer the relation of History with Geography(or) b) Outline the relation of History with Anthropology	Interpret	Understand
23	a) Discuss the contributions of St. Augustine to Church historiography (or) b) Summarize the characteristics of Roman historiography	Explain	Understand
24	a) Identify the different characteristics of Greek Historiography (or) b) Construct the Ibn Khaldun’s theory of History	Illustrate	Apply
PART – C Essay Answer			
The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) Examine Hegel’s Dialectical Materialism (or) b) Analyze Karl Marx’s materialist conception of history	Examine Analyze	Analyze
26	a) Apprise the approaches of Annales school of history(or) b) Estimate the contributions of Ranajit Guha to the Subaltern School of Historiography	Apprise Estimate	Evaluate
27	a) Develop a research proposal on the topic of your choice (or) b) Expand the concept of objectivity in historical research	Develop Expand	Create

SEMESTER - III					
Course Code	Course Name	L	T	P	Credits
HIST302	Modern World History	4	-	-	4

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Define the political, economic, and cultural transition from medieval to modern.	Remember
CO 2	Explain early modern Islamic governance and governance in Japan, China, Korea and Northern Eurasia	Understand
CO 3	Relate concepts and systems of revolutions to present day concepts and systems	Apply
CO 4	Evaluate imperialism and 19 th century isms	Analyze
CO 5	Relate the transitions of the world to epoch- making events, such as decolonization, cold war, and revolutions in third world	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrast, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Transformations in Europe, 1500-1750: Transition from medieval to modern- The Americas, the Atlantic, and Africa 1530-1770, Southwest Asia and the Indian Ocean 1500-1750.	16
II	Early Modern Islamic Governance, Korea, Japan, and China in the Sixteenth Century Northern Eurasia 1500.	16

III	Revolutions reshape the world: The Age of Revolutions- Revolutionary Changes in the Atlantic World 1750-1850, The Early Industrial Revolution 1760-1851- French Revolution- its continental impact, The Great Divergence Debate.	16
IV	The long 19th century: Egypt and the Ottoman Empire, British India, China, Africa, Nineteenth Century isms (conservatism, classical liberalism, romanticism, nationalism, socialism, and feminism)	16
V	Perils and Promises of global Community Twentieth century: The Twentieth Century in History, Money and Decolonization, America and the Cold War- Third world and revolution- end of Socialism	16
	<p>Tasks and Assignments: Students are required to submit the following:</p> <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play 	
	<p>References:</p> <p>Andress, David. <i>The Terror: The Merciless War for Freedom in Revolutionary France</i>. 2006. A recent summary of this era.</p> <p>Beckwith, Christopher. <i>Empires of the Silk Road; A History of Central Eurasia from the Bronze Age</i>. (Princeton University Press. 2009),</p> <p>Bell, David A. <i>The First Total War: Napoleon’s Europe and the Birth of Warfare as We Know It</i>. 2008.</p> <p>Bentley, Jerry. <i>Old World Encounters</i>, New York Oxford University Press 2008.</p> <p>Bose, Sugata, <i>A Hundred Horizons</i>, Harvard University Press, 2008</p> <p>Cowen, Noel, <i>Global History</i>, Polity Press, 2010.</p> <p>Craveri, Benedetta. <i>The Age of Conversation</i>. 2005. Illuminates the culture of the French aristocracy prior to the French Revolution.</p> <p>Damrosch, Leo. <i>Jean-Jacques Rousseau</i>. 2005. The best biography of Rousseau.</p> <p>Dubois, Laurent. <i>A Colony of Citizens</i>. 2004. Connects the revolutions in France and Haiti to create a single struggle for liberty and citizenship.</p> <p>Fenton, William N. <i>The Great Law and the Long-house: A Political History of the Iroquois Confederacy</i>. 1998. An essential study of this powerful indigenous alliance.</p> <p>Fick, Carolyn E. <i>The Making of Haiti: The Saint Domingue Revolution from Below</i>. 1990. The best recent synthesis of the Haitian Revolution.</p> <p>Findley, Robert. <i>The Pilgrims’ Art</i> University of Claifornia Press 2005.</p> <p>Fitzsimmons, Michael. <i>The Night the Old Regime Ended: August 14, 1789, and the French Revolution</i>. 1998.</p> <p>Frankopen, Frank. <i>The Silk Roads: A New Histoty of the World</i>. Bloomsbury, 2016.</p> <p>Godineau, Dominique. <i>The Women of Paris and Their French Revolution</i>. 1998. Essential introduction to topic.</p> <p>Goldstone, Lawrence. <i>Dark Bargain: Slavery, Profits and the Struggle for the Constitution</i>. 2005.</p> <p>Goodman, Dena. <i>The Republic of Letters: A Cultural History of the Enlightenment</i>. 1994. Studies male and female intellectuals in the era of revolutions.</p>	

Hobsbawm, Eric. *The Age of Revolution*. 1962. Provides a clear analysis of the class issues that appeared during this era.

Holtman, Robert B. *The Napoleonic Revolution*. 1967. Provides a reliable summary of the period.

Hunt, Lynn. *The Family Romance of the French Revolution*. 1992. Examines the gender content of revolutionary politics

Jared Diamond. *Guns, Germs, and Steel: Fates of Human Societies* (WW Norton New York 1997).

Kohl, Lawrence Frederick. *The Politics of Individualism: Parties and the American Character in the Jacksonian Era*. 1989.

Krech III, Shepard. *The Ecological Indian*. 1999.

Larson, John Lauritz. *Internal Improvement: National Public Works and the Promise of Popular Government in the Early United States*. 2001.

Martin, Ged, ed. *The Causes of Canadian Confederation*. 1990.

Miller, Francesca. *Latin American Women and the Search for Social Justice*. 1991.

Nugent, Walter. *Crossing: The Great Transatlantic Migrations, 1870–1914*. 1992.

Petulla, Joseph M. *American Environmental History*. 1973.

Quarles, Benjamin. *Black Abolitionists*. 1969.

Raeff, Marc. *Understanding Imperial Russia*. 1984. Sets nineteenth-century Russian developments in a broad context and challenges many standard ideas.

Remini, Robert V. *Andrew Jackson and His Indian Wars*. 2001.

Rodriguez O., Jaime. *The Origins of Mexican National Politics*. 1997

Spence, Jonathan D. *God's Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan*. 1996. A highly readable account of the Taiping movement that focuses on religious leadership.

Walicki, Andrzej. *The Slavophile Controversy*. 1975. A study in intellectual history.

Wallerstein, I, *The Modern World System*, 3 vols.

Woolf, Daniel, *A Global History of History*, Cambridge University Press 2012.

Yuval Noah Harari. *Sapiens A Brief History of Humankind* (Vintage Books, 2016).

Zelin, Madeleine. *The Merchants of Zigong: Industrial Entrepreneurship in Early Modern China*. 2005. A revealing study of indigenous economic development.

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	2
CO2	3	3	3	3	3	1
CO3	3	3	3	3	3	2
CO4	3	3	3	3	3	2
CO5	3	3	3	3	2	1

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference.	Contains title, introduction, discussion of main idea, conclusion	Poor structure	Not submitted	Not submitted	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
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1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Comprehensive grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not presented	CO3, CO5
2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No coherent communication	Not presented	CO3, CO5

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	The term ‘Modernisation’ implies A. Making suitable changes B. Reforms to meet present day challenges C. Both A and B D. None of the above	Recall	Remember
2	The most important contribution of Italian states to the modern concept of international relations is A. Idea of balance of power B. Modern rules of international relation C. Sophistication of the art of diplomacy D. All of the above	Recall	Remember
3	Who among the following suggested separation of politics from religion? A. Rene Descartes B. Machiavelli C. Sir Francis Bacon D. Keppler	Recognize	Remember
4	The term ‘Industrial Revolution’ was coined by A. Arnold Toynbee B. Adam Smith C. Jerome Adolphe Blanqui D. David Ricardo	Recall	Remember
5	What led to the invention of ‘flying shuttle’ by Kay in 1733? A. Weavers’ inability to rapidly absorb even the little yarn produced B. Improving the quality of hand-spun yarn C. Both A and B D. None of the above	Recall	Remember
6	Who among the following authored <i>The Spirit of Laws</i> ? A. Voltaire B. Montesquieu C. Rousseau D. Locke	Identify	Remember
7	Who among the following said ‘After me the deluge’? A. Louis XVI B. Louis XIV C. Turgot D. Louis XV	Identify	Remember
8	The Tennis Court Oath was taken on A. June 20, 1789 B. June 21, 1789 C. June 22, 1789 D. June 23, 1789	Recall	Remember

9	The Warsaw pact was signed in A.1955 B. 1949 C. 1950 D. 1951	Recall	Remember
10	Invasion of Cuba at the “Bay of Pigs” was in A.1960 B. 1961 C. 1962 D. 1963	Recall	Remember
PART – B Short Answer			
The answer should not exceed 200 words marks:5 x 4 = 20			
21	a) Describe the transition of society from medieval to modern (or) b) Describe the transition of education from medieval to modern	Explain	Understand
22	a) Explain the reasons for the European colonization of Americas (or) b) Illustrate the growth of European culture in the New World	Interpret	Understand
23	a) Discuss nature of Islamic Governance in the early modern period (or) b) Restate the factors for the Japanese invasion of Korea	Explain	Understand
24	a) Relate the prosperity of China in the 16 th century to the growth of manufacturing industries (or) b) Identify the sectors of economy in which Ming dynasty made great strides	Illustrate	Apply
PART – C Essay Answer			
The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) Analyze the causes for the early Industrial Revolution (or) b) Examine the impact of French Revolution	Analyze Examine	Analyze
26	a) Evaluate the conception of nationalism(or) b) Critique the concept of classical liberalism	Evaluate Critique	Evaluate
27	Expand the idea of the policy of containment of US during the Cold War era (or) b)Compile the nature of Third World Revolution	Expand Compile	Create

SEMESTER - III					
Course Code	Course Name	L	T	P	Credits
HIST303	State & Society in Medieval India	4	-	-	4
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Describe the formation of State and Administration of Cholas and Vijanagar Empire	Remember
CO 2	Analyze the nature and functions of the state of Delhi Sultanate and Mughal Empire.	Analyze
CO 3	Understand changing scenarios of the urban and rural societies after consolidation of the rule of the Delhi Sultanate and Mughals.	Understand
CO 4	Discuss the origin and concept of Sufi and Bhakthi movement in India	Analyze
CO 5	Elucidate the 18 th century State and transition of Society	Understand

b. Syllabus

Units	Content	Hrs.
I	State and Administration of Southern India: Chola State: Nature of the state- Segmentary model, Centralized model, feudal state, structure of the administration. Vijayanagara State: nature, structure and main features, Amara nayankara System.	16
II	State and Administration of Northern India: Delhi Sultans: nature and functions of the state, Islamic theory of state, theory of kingship, central administration, Mughal State: Nature of state, central administration, Jagirdari System, Mansabdari System.	16
III	Structure of Rural Society: Composition and stratification of rural society; Village community; forms of dominance. Urban setting and structure of Urban society: Composition, Classes and communities: royal families, nobles, Zamindars; Middle classes – representatives of high cultural life; ordinary people and their little tradition.	16
IV	Bhakti and Sufi Movement: Sufism – its origin, concepts and practices; Bhakti – its origin and main features in North India; Bhakti movement in South India: Alvars and Nayanmar; perspectives on Bhakti movement.	16
V	State and Society on the Eve of Colonialism: 18th Century State: Historical debate, Bengal, Awadh and Hyderabad; Society: Changing Social Structure, Jajmani system, Society in Transition.	16
	Tasks and Assignments: Each student is required to submit the following: ✓ Observation of different state's nature, theory of Kingship, Central, Provincial and Local administration.	

- ✓ Prepare social, economic and political changes which swept across India in the medieval period.
- ✓ Observation report of the formation of a new society and culture in India which is part of the composite culture of India today.
- ✓ Report on different religious ideas and concepts.

Suggested Readings:

Ali, Daud, ed., *Querying the Medieval*, Oxford University Press, 2002.

A Study of the Funerary Shrines of the Imperial Cholas” in Nagabindanam: Papers on Art, Epigraphy and Archaeology presented to M S Nagaraja Rao ed., L K Srinivasan et al 1996.

Jackson, Peter, *The Delhi Sultanate*, Cambridge University Press, 1997.

Champakalakshmi, R., *Trade, Ideology and Urbanization ; South India 300-1300*, Oxford University Press, 2008.

Habib and Nizami, *The Delhi Sultanate, Comprehensive History of India*, Vol. V.

Hardy, Peter, *Historians of Medieval India*, New Delhi, Munshiram Manoharlal, 2007.

Heitzman, James, *The Gifts of Power; Lordship in Early Medieval South India*, Oxford University Press, 1992.

Irfan Habib (ed.), *Akbar and His India*. Oxford University Press, Delhi, 2000.

Ishwari Prasad. *A Short History of Muslim Rule in India*. Allahabad, The Indian press, 1965.

K.A. Nizami, *On History and Historians in Medieval India*. Munshiram Manoharlal, Delhi, 1983.

Karashima, Noboru. *Towards a New Formation*. New Delhi: Oxford University Press, 1996.

-----, *South Indian Society and Economy*, Oxford University Press, 1988.

Kumar, Sunil, *The Emergence of the Delhi Sultanate*, Permanent Black 2007.

Kulke Hermann, *The State in India, 1000-1700*, Delhi; New York : Oxford University Press, 1995.

Pollock, Sheldon. *Language of the Gods in the World of Men*, Berkeley, University of California Press, 2006.

R. C. Majumdar (ed). *The History and Culture of Indian People* (Vol. 7). *The Mughul Empire*. Bombay: Bharathiya Vidya Bhavan, 1974.

R. C. Majumdar, H. C. Ray Choudhry and Kalikandar Dutta, Delhi, 1971.

R.P.Tripathi. *Rise and fall of the Mughal Empire*. Allahabad: Central Book Depot, 1979.

Raghotham, Venkata, “*Kinship, Politics and Memory in early Medieval Tamil Country*

-----, “*Empire and Historiography in Late Medieval South India: A Study of the Early Vijayanagara State” in State and Society in Pre modern South India* ed. R Champakalakshmi et al. 2006.

	<p>Rubies, Jean-Pau <i>Travel and Ethnology in the Renaissance: South India Through European Eyes</i>, Cambridge University Press, 2000.</p> <p>Satish Chandra, <i>Medieval India, From Sultanate to the Mughuls</i>, Delhi, Har Anand Publications, 1997.</p> <p>Subbarayalu, Y., <i>South India under the Cholas</i>, Oxford University Press 2012.</p> <p>Stein, Burton. Vijayanagara, <i>Cambridge University Press</i>, 1989.</p> <p>Stein, Burton, Peasant State and Society in Medieval South India, New Delhi Oxford University Press, 1980.</p> <p>S.R. Sharma, <i>Religious Policy of the Mughul Emperors</i>, S.L. Agarwala, Agra, 1972.</p> <p>Verghese, Anila. <i>Hampi</i> Oxford University Press 2006.</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	1
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	1
CO5	1	1	1	1	2	0

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

	A. Saadat Khan Burhan-ul-Mulk C. Chait Singh	B. Shuja-ud-daula D. Wazir Al		
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20			
21	a) Discuss the different administrative system of the Chola period. (or) b) Illustrate Amaranayakara system.		Explain Illustrate	Understand
22	a) Explain the different innovative system of Delhi Sultanate b) Describe briefly the measures undertaken by Alauddin Khalji to control the markets?		Explain	Understand
23	a) Write a short note about Jagirdari System. (or) b) Illustrate Akbar and his policies.		Illustrate	Understand
24	a) Describe the concepts of Alvars in Tamil Nadu. (or) b) Explain the reasons for the failure of Awadh to maintain its autonomy.		Describe	Apply
	PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30			
25	a) Describe the Nature of the state and structure of the administration of Cholas. (or) b) Write an essay on the standard of living of the medieval Indian ruling class.		Describe	Analyze
26	a) How were the central and provincial governments organized during Akbar's reign? Who were the chief officers of the government at the local, provincial and central levels? (or) b) Give an account of the administrative system of the Delhi Sultanate.		Explain Discuss	Understand
27	a) Critically evaluate the ideas of Sufi and Bhakti movement b) Explain the decline of imperial control in the province in the 18th century?		Explain	Understand

SEMESTER - III					
Course Code	Course Name	L	T	P	Credits
HIST304	Contemporary India	4	-	-	4
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Preach and teach the aftermath of the partition of India and the terrible effects of communal riots	Remember
CO 2	Extrapolate the idea how the integration of Princely states with Indian union strengthened the unity and solidarity of the country	Analyze
CO 3	Explain how the abolition of Zamindari system, Bhoodan movement implementation of five year plans strengthened the economy of the country and led to rural re-construction.	Understand
CO 4	Illustrate the works of the Constitutional Assembly abolition of untouchability and success of Green Revolution	Analyze
CO 5	Asses the demerits of authoritarian government of Indira Gandhi and the call of Jeyaprakash Narayana for total revolution	Skill

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Understanding the value of History to know how it corrects the wrong deeds	Name, identify, define describe, state
Interpreting the ideas that history is the philosophy teaches by examples.	Compare, classify , differentiate, Account for
Analyzing the facts to know the truth/supporting assertions	Examine, Evaluate, Discuss, Narrate
Evaluate the occurrences of events through value judgement	Distinguish, Enumerate, Illustrate, Contrast
Evaluate – coming to a judgement on the value of information	Draw, Inferences, find out, solutions, predict a better future
Create – combining knowledge to come to new conclusions	Demonstrate high moral standard, reach at accurate findings
Skill	Arrange for the experiment, Demonstrate, Verify the Hypothesis, Draw, Conclusion

b. Syllabus

Units	Content	Hrs.
I	Partition of India, -Merger of Princely States, Constituent Assembly, Basic Features of the Constitution, Issues in Centre-State Relations, Basic Principles of India's Foreign Policy, Linguistic re -Organisation of States.	16
II	Socio-economic legacies of Colonialism. Land Reforms: Abolition of Zamindari system- the Bhoodan Movement, Land Ceiling Acts - Panchayat Raj and rural reconstruction- Five Year Plans, Development in	12

	education, science and Technology	
III	Caste in electoral politics- Failure of Nehru-Ambedkar's progressive agenda, Untouchability Offence Act (1955) to remain only on paper, Labor movements and government's welfare measures, Agrarian Revolts across States.	14
IV	Chinese Aggression on or of India and Nehru's loss of credibility, Indo-Pak War of 1965, Regionalism and Politics in Tamil Nadu, Kerala, West Bengal and Punjab. Split in the Congress and the emergence of Indira Gandhi, Proclamation of Emergency, Authoritarian government of Indira Gandhi resisted by Opposition Parties- Jaya Prakash Narayan's call for total revolution.	14
V	Return to Power of Indira Gandhi- Khalistan Movement in Punjab - Assassination of Indira Gandhi , Emergence of Rajiv Gandhi to power, Bofour scandal and the fall of Rajiv Government- V.P. Singh–Mandal Commission Controversy - Assassination of Rajiv Gandhi, Formation of Narasimha Rao Government .	10
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Select a topic and critically write an assignment in about 2000 words ✓ Group discussion ✓ Facing quiz test <p>Suggested Readings:</p> <p>Achin Vanayak, The Painful Transition: Bourgeois Democracy in India, Verso, 1990</p> <p>Appadurai, Domestic Roots of India's Foreign Policy 1947-1972, Oxford University Press, 1979.</p> <p>Understanding Contemporary India, Orient Blackswan, 2010</p> <p>Durgadas, From Curzon to Nehru and After, Rupa,</p> <p>Paul Brass, The Politics of India Since Independence, Cambridge University Press, 1994</p> <p>Bipan Chandra, India Since Independence, Penguin, 2008</p> <p>Neera Chandok ed., Contemporary India: Economy, Society, and Politics, Pearson, 2009</p> <p>Kuldip Nayyar, The Judgment: The Inside Story of Emergency in India, 1977</p> <p>-----, India after Nehru, 1975</p> <p>Joya Chatterji, The Spoils of Partition: Bengal and India, 1947-67, Cambridge University Press, 2007</p>	

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5

2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5
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h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	Who was the last Governor General of India? A) William Bentinck B) C.RajaGoplachari C) Lord Canning D) Lord Mountbatten	Recognize	Remember
2	Who was the first Governor General of British India ? A) William Bentinck B) C.RajaGoplachari C) Lord Canning D) Lord Mountbatten	Recall	Remember
3	Who was the first Vice-Roy of India ? A) William Bentinck B) C.RajaGoplachari C) Lord Canning D) Lord Mountbatten	Recognize	Remember
4	Who was regarded as the father of local self-government in India? A) William Bentinck B) Lord Ripon	Recognize	Remember

	C) Lord Curzon D) Lord Mountbatten		
5	Who was the father of Panchayati raj system in India A) Biju Patnaik B) B.R.Mehata C) Sardar Vallabai Patel D) B.P.Menam	Recognize	Remember
6	The New Education Policy was introduced by Rajiv Gandhi in the year----- A) 1986 B) 1977 C) 1969 D) 1990	Recognize	Remember
7	When the Indian Constitution came into existence? A) 1947 B) 1949 C) 1950 D) 1952	Recall	Remember
8	Which Home Minister of India was instrumental for the merger of the Princely states with India? A) Morarji Desai B) Ballabha Bhai Patel C) Maulana Abul Kalam D) V.P.Menon	Recall	Remember
9	When the Zamindari Abolition At was passed? A) 1951 B) 1952 C) 1947 D) 1969	Recognize	Remember
10	When the untouchability offence Act was passed? A) 1955 B) 1975 C) 1971 D) 1969	Identify	Remember
PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20			
21	d) Write a antique on Indo-Pak war of 1948? (or) e) Give short notes on linguistic re-Organisation of states	Explain	Understand
22	c) Give an account of Bhoodan Movement? (or) d) What is lord Ceiling Act?	Differentiate Define	Understand
23	c) What is Pancha-Sheel Niti? (or) d) Give a short account of Total Revaluation	Explain	Understand
24	e) Give a short notes on basic features of the Indian Constitution (or) f) Give a short notes on the evolution of Panchayati Raj Institutions	Illustrate	Apply
PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30			
25	c) Describe briefly the terror and Riots after the partition of India (or) d) Discuss the basic principles of India's foreign policy from 1950 to 1964.	Describe	Analyze
26	c) Give an account of the development of education, science Technology in India under Nehru (or)	Explain Discuss	Understand

	d) Discuss briefly the achievement of the Green Revolution		
27	c) Examine the achievements of Janata Dal Government in India (or) d) Assess the achievement of P.V.Narasimha Rao as the Prime Minister of India.	Assess	Skill

SEMESTER - IV					
Course Code	Course Name	L	T	P	Credits
HIST401	Women in Modern India	4	-	-	4
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	State the growth of movements for the emancipation of women in diverse fields and contributions of women to educational and social reforms	Remember
CO 2	Explain the participation of women in the national movement	Understand
CO 3	Apply provisions of social legislations to solving societal issues	Apply
CO 4	Examine women's participation in politics, women's role in movements for social and economic justice, and women's issues	Analyze
CO 5	Compile the achievements of women in diverse fields	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrast, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Women in Colonial India: Historical background of Indian women- The “Women Question” in colonial India - Reform Movements and Women - Growth of female education - Women's organizations - The Movement for Women's Suffrage- Women in social reforms and education movement – Pandita Ramabai, Savitribai Phule and Ramabai Ranade.	16
II	Women in the National Movement: Role of women in Swadeshi, Non – Cooperation, Civil Disobedience and Quit India Movement – The	16

	Indian National Army and the Jhansi kiRani Regiment, Anne Basent, Sarojini Naidu, Aruna Asif Ali- Women and the Partition.	
III	Women Reform Movements: Social Legislation in Colonial India: Act of Sati (abolish) 1829, The Hindu Widow Remarriage Act, 1856, Age of Consent and Child Marriage Restraint- The Child Restriction Act, 1929, The Woman Property Right Act, 1937. Women's legal rights in Post-Independence India- The Hindu Marriage Act, 1955, The Hindu Adoptions and Maintenance Act, 1956, The Dowry Prohibition Act of 1961, the Hindu Code Bills – The Shah Bano controversy and the rights of Muslim women, The Sexual Harassment of Women at workplace Act 2013 (for prevention, prohibition and redressal).	16
IV	Women's Political Participation and Issues in Contemporary India: Panchayats and municipal councils- State legislatures, and Parliament - Role in movements for economic and social justice. Deficit of Women - Feminisation of Poverty - Violence against Women, empowerment measures. Women and environment- eco-feminist movements, women and globalisation.	16
V	Women in Different Fields: International Women's Day, Mother's Day, and Multiple roles of women in society in modern India. role models-- case studies – M.S. Subbulakshmi, Amrita Pritam, Indira Gandhi, Kiran Bedi, Mother Teresa and Pratibha Patil.	16
	Tasks and Assignments: Students are required to submit the following: <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play ➤ Interact and observe with five persons or families other than your classmates and their families and write a report about your understanding of women's condition 	
	References: Agnes, Flavia. <i>Law and Gender Inequality: The Politics of Women's Rights in India</i> . Delhi: OxfordUP, 2000. Altekar, A.S. 1987. <i>The Position of Women in Hindu Civilisation</i> . II Edition, Delhi: Motilal Banarsidas. Chakraborty, A.S. S.K. Biswal 2007. <i>History of Ancient India</i> . Forbes, Geraldine. <i>Women in Modern India</i> , Cambridge UP, Cambridge, 1996. Khullar, Mala, ed., <i>Writing the Women's Movement: A Reader</i> . Delhi: Zubaan Books, 2005. Kumar Radha, <i>A History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990</i> , Delhi, Zubaan Books, 1993. Mohanty, M. <i>Class, Caste, Gender</i> . New Delhi: Sage, 2004. Nair, Janaki. <i>Women and Law in Colonial India: A Social History</i> . Kali for Women, Delhi, 1996. Nanda, B.K. 2007. <i>Political and Cultural History of India</i> . New Delhi: Arise Publishers & Distributors.	

<p>Ray, Bharati and Basu, Aparna, eds. <i>From Freedom to Independence: Women and Fifty Years of India's Independence</i>. Oxford UP, Delhi, 1999.</p> <p>Sarkar Sumit and Tanika Sarkar ed., <i>Women and Social Reform, A Reader</i>, 2 Volumes, Delhi: Permanent Black, 2011.</p> <p>Sangari, Kumkum and Sudesh Vaid. <i>Recasting Women: Essays in Colonial History</i>. Kali for Women, Delhi, 1990.</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	2
CO2	3	3	2	3	3	1
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	2
CO5	3	3	3	3	3	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference.	Contains title, introduction, discussion of main idea, conclusion and no reference.	Poor structure	No structure	Not submitted	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Comprehensive grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not Presented	CO3, CO5
2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No coherent communication	Not presented	CO3, CO5

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
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Part – A: Objective Type			
Multiple Choice			
Marks: 10 x 1 = 10			
1	“You give me blood and I will give you freedom” is a declaration of A. Captain Mohan Singh B. Rashbehari Bose C. Subhas Chandra Bose C. None of the above	Recognize	Remember
2	The Hindu College was founded in A. 1817 B. 1816 C. 1815 D. 1814	Recall	Remember
3	Who among the following was named as “Saraswati”? A. Annie Besant B. Pandita Ramabai C. Ramabai Ranade D. Anandibai	Recognize	Remember
4	The first women’s university in India was founded in 1916 by A. Raja Ram Mohan Roy B. M.G. Ranade C. R.G. Bhandarkar D. Karve	Recognize	Remember
5	The Sati became a punishable offence through the A. Bengal Sati Regulation, 1828 B. Bengal Sati Regulation, 1827 C. Bengal Sati Regulation, 1829 D. Bengal Sati Regulation, 1826	Recall	Remember
6	The concept of deemed ‘dowry death’ was introduced by the A. 1983 amendment B. 1984 amendment C. 1985 amendment D. None of the above	Recall	Remember
7	The term ‘globalisation’ is A. Used to define various aspects of global expansion B. Associated with key areas of change C. Centred on the integration of International markets D. All of the above	Recall	Remember
8	Who among the following were associated with the Congress Radio? A. Usha Mehta B. Rammanohar Lohia C. Vithaldas Khakar D. All of the above	Recognize	Remember
9	Which among the following princely states was first to give voting rights to women? A. Hyderabad state B. Baroda state C. Princely state of Travancore-Cochin D. Kingdom of Mysore	Recall	Remember
10	The Jhansi Ki Rani Regiment was commanded by A. Dr. Lakshmi Swaminathan B. Rani of Jhansi C. Aruna Asif Ali D. None of the above	Recognize	Remember
PART – B Short Answer			
The answer should not exceed 200 words marks: 5 x 4 = 20			
21	a) Explain the growth of female education (or) b) Illustrate the contributions of reform movements to the emancipation of women	Explain	Understand
22	a) Describe of the contributions of Pandita Ramabai to the growth of women’s education (or) b) Restate the “Women Question” in colonial India.	Illustrate	Understand
23	a) Discuss the role of women in Swadeshi movement (or) b) Outline the violence that the women were subjected to during partition	Explain	Understand
24	a) Identify the actions of Rani Jhansi Brigade that demonstrated the capabilities of Indian women for waging war against the	Interpret	Apply

	British (or) b) Construct Aruna Asif Ali as an active participant of Indian National Movement.		
PART – C Essay Answer			
The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) Examine the Shah Bano controversy and the rights of Muslim women (or) b) Weigh the effectiveness of provisions of the Sexual Harassment of women of at workplace in preventing sexual harassment.	Examine Weigh	Analyze
26	a) Appraise the women's participation in panchayat and municipal councils (or) b) Assess the impact of globalization on women's health	Appraise Assess	Evaluate
27	a) Conceive a unique plan to popularize and celebrate International Women's Day (or) b) Construct the multiple roles of women in society in modern India	Conceive Construct	Create

SEMESTER - IV					
Course Code	Course Name	L	T	P	Credits
HIST402	TECHNIQUES OF HISTORICAL RESEARCH AND COMPUTER APPLICATIONS	4	-	-	4
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Acquire knowledge on various types of Research Methodologies	Remember
CO 2	Explore the neglected areas of research/ study	Analyze
CO 3	Examine the authenticity of datas by checking & cross checking the source materials	Understand
CO 4	Apply modern scientific historical research methodology, maintain, Research publication ethics& arrive at a conclusion impartially	Analyze
CO 5	Illustrate the concept of variability	Skill

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember- Bring out the main features	Derive, identify, Define, Recognize
Understand –develop a comprehension	Interpret, locate, cite, examples, define in lucid world
Apply- start innovative knowledge	Employ, illustrate, enumerate, sum up
Analyze- describe facts with supporting evidences	Examine, compare differentiate, distinguish
Evaluate-arrive at a conclusion with value judgment	Inference, predict, appraise
Create- began creativity by combining facts	Construct, develop, organize, formulate
Skill	Verify, arrive a conclusion creativity

b. Syllabus

Units	Content	Hrs.
I	Fundamentals of Research and design: <ol style="list-style-type: none"> Research -Definition and types, Research methods historical, Descriptive, Survey, and Case study, Research Design Meaning, Definition, need and process of research design, Review of literature and its importance, hypothesis, data collection, sampling and types of samples. Research reporting. Historical perspective. 	16
II	Managing Information:	12

	<ul style="list-style-type: none"> a. Excavation and digital documentation and computing. b. Historical and archaeological data: Recording, analysis and Security c. Preserving and managing evidence of the past: CRM, computers, Museums - archaeological collections of historical importance. 	
III	<p>Digital Landscapes:</p> <ul style="list-style-type: none"> a) GIS and Digital Image Processing b) Remote Sensing and Geomorphology c) Modeling and Simulation d) Maps and GPS based cartography 	14
IV	<p>Communicating History:</p> <ul style="list-style-type: none"> 1. Interactive multimedia and the Internet 2. Use of web resources for research 3. E-Publication and open sources 4. Research ethics and quality management, Journal Indexing and Impact factor. 	14
V	<p>Basic Statistics:</p> <ul style="list-style-type: none"> 1. Classification and tabulation of data 2. Visual methods 3. Concept of variability 4. Relationship between variables 5. Sampling techniques 	10
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Select a topic and critically write an assignment in about 2000 words ✓ Group discussion ✓ Facing quiz test <p>Suggested Readings:</p> <p>Anderssen, J., Madsen T. and Scollar I. (Eds). 1993. Computing the Past: Computer Applications and Quantitative Methods in Archaeology, CAA 92. Aarhus: Aarhus University Press.</p> <p>Sheik Ali. B, History: Its theory and method. Laxmi Publication Black Thomas (2001), Understanding Social Science Research, Sage Publication, India Ltd, New Delhi</p> <p>Coburn Peter and others (1982), Practical guide to Computers in Education, Addison Wesley Publication Company, California</p> <p>Engalhart Max D. (1972), Methods of educational Research, Rand McNally and Company, Chicago.</p> <p>Sushama G. Deo and P.P. Joglekar. 2008-09. Use of GPS-based field methods: An Introduction, Bulletin of the Deccan College Research Institute</p>	

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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	Who among the following defines research as “essentially an investigation, a recording and an analysis of evidence for the purpose of gaining knowledge”? a) Robert Rose b) Emory c) Redman Mory d) Clifford Woody	Recognize	Remember
2	Hypothesis should be A. Clear and precise B. Capable of being tested C. Limited in scope and must be specific D. All of the above	Recall	Remember
3	The term Ex post facto is used for A. Descriptive research studies B. Applied research C. Quantitative research D. Qualitative research	Recognize	Remember
4	What is the full form of www? A. Web With Wisdom	Recognize	Remember

	B. World With Web C. World Wide Web D. Web of Wise Words		
5	Which among the following is not included in the different stage of research operations? A. Preliminary operations B. Synthetic operations C. Documentary operations D. None of the above	Recognize	Remember
6	What are the main functions of Hard disk? A. To store data B. To detect virus C. To prepare Ph.D. thesis automatically D. All of the above	Recognize	Remember
7	What do you mean by op. cit? A. In the work cited B. In the same place C. Both A and B D. None of the above	Recall	Remember
8	Ibid means A. An alphabetical list of words B. In the same place C. In the work cited D. All of the above	Recall	Remember
9	GIS stands for A. Geographic Information System B. Generic Information System C. Geological Information System D. Geographic Information Sharing	Recognize	Remember
10	GPS means A. Global Projecting System B. Global Positioning System C. Global Processing System D. Global Parsing System	Identify	Remember
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20		
21	f) What is positivism in history (or) g) What are the contributions of Ranjit Guha to historiography	Explain	Understand
22	a) What do you mean by Review of Literature (or) b) What is questionnaire method?	Differentiate Define	Understand
23	a) What is Visual method (or) b) What is classification of data	Explain	Understand
24	g) What is variability? (or) h) What is Regional school.	Illustrate	Apply
	PART – C Essay Answer		

The answer should not exceed 400 words 3 x 10 = 30			
25	a) Explain the need and process of research design. (or) b) What do you mean by bias in historical research? Elucidate the different types of bias.	Describe	Analyze
26	a) What are the different web resources, open sources and platforms for research? Discuss the advantages or disadvantages of using them for research.(or) b) Illustrate the different types of research.	Explain Discuss	Understand
27	e) What is plagiarism in research ? what are the different devices to check it? (or) f) What is e-publications and Scopus journals?	Assess	Skill

SEMESTER - IV					
Course Code	Course Name	L	T	P	Credits
HIST404	Science and Technology in Modern India	4	-	-	4
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Explain the source of science and technology in India from ancient time to modern India and discuss the contribution of ancient India to development of astronomy, mathematics, medicine, meteorology.	Remember
CO 2	Examine the contribution of European scientist, surveyors, botanist, doctors, engineer, geologist, archeologist, through the Asiatic society	Analyze
CO 3	Disseminate the knowledge of ayurveda, unani, western method of medicine, germs theory, combating epidemics, pandemics	Understand
CO 4	Explore the ideas of ship building, road building, railways and canal and textile industries	Analyze
CO 5	Know the development of nuclear bombs, atomic energy, space research	Skill

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember and spread the information	Name, catalog, identify, repeat
Understand-exhibit demonstrate the gist	Interpret, explain, relate, define
Analyzing the facts to know the truth/supporting assertions	Use, employ, deliver in detail
Apply- utilizing the idea of a new context	Critically explain, compare, contrast
Analyzing – explaining the supporting assertions showing evidence and identifying cause	Find out the truth, predict, select
Evaluate – judging the value of information	Assemble fact, formulate ideas, arrive at a conclusion
Create- assessing the whole fact to arrive at a conclusion. Skill	Demonstrate, experiment verify the hypothesis

b. Syllabus

Units	Content	Hrs.
I	Science: Definition -What is science? Epistemology and Scientific Inquiry,History of Science: a brief overview,Science and Technology: journey from ancient to modern times, changing paradigms ,Medicine and healing	16

II	<p>Rising awareness of Science and Technology in Colonial India-East India Company and Scientific explorations;Early European Scientists in Colonial India- Surveyors, Botanists, Doctors, Engineers, Geologists, under the Company's Service;Establishment of various National Organisations, viz. Geological Survey of India, Archaeological Survey of India, Anthropological Survey of India, Survey of India, Bengal Engineering College, College of Military Engineering;India mapped, The Great Trigonometrical Survey of India ;Concomitant medical practices like Ayurveda, Unani, Naturopathy and Colonial approach to medication and healing</p>	12
III	<p>Western methods of medication-Foundations to modern medical knowledge;; Epistemological and paradigmatic shifts from Bedside medicine to Hospital medicine to Laboratory Medicine (shift from observation to examination);Major threats to the health of Colonial India: Epidemics, Pandemics, Germ Theory and Bacteriology;Medical topographies and Imperial policy: Women, Missions and Medicine;Rise of Hospital Medicine;European roots to Technical advances in Biomedical Engineering.</p>	14
IV	<p>Technologies Building;Road building, Railways and canals: Knitting Colonial India ;Technology, Ideology, Resistance of the Steam Age-Textiles, Khadi and Swadeshi Movement;Mining and Ship .</p>	14
V	<p>Western Science and Technology, and Rise of Technological Hub in South Asia- Science and Indian Nationalism;Post-Independence Emergence of National Science; Establishment of Atomic Energy Commission; Nuclear India: Perilous Knowledge and expertise, Pokharan;Development of Research Organisations: CSIR, DRDO, ISRO;Software Information & Technology and India emerging a major player.</p>	10
	<p>Tasks and assignment</p> <p>Choose a topic and critically analyses it. Based on that writes an assignment in about 2000 words</p> <p>Select any one of the topics and perform a role play.</p> <p>Interact with five person or families other than your classmate and prepare a report about your understanding of social condition</p> <p>Face quiz tests and group discussion</p> <p>Suggested Readings: -</p>	

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Cunningham, A. and B. Andrews (eds.) 1997. *Western Medicine as Contested Knowledge*. Manchester: Manchester Univ. Press.

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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total

Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
.							

1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice Marks 10 x 1 = 10		
1	Who was first propounded the theory of solar eclipse and lunar eclipse in Ancient India ? a) Varahamihira b) Bhaskaracharya c) Aryabhata d) Bharhama Gupta	Recognize	Remember
2	Who first discovered the value of Zero in India mathematics? a) Aryabhata b) Bhaskaracharya c) Varahamihira d) Lilavathi	Recognize	Remember
3	When was the “Asiatic Society” was established? a) 1760 b) 1860 c) 1784 d) 1814	Recognize	Remember
4	Where the Indian Museum was established? a) Pune b) Delhi c) Calcutta d) Madras		
5	Where the first medical school of modern India was established? a) Goa b) Bombay c) Madras d) Calcutta	Recognize	Remember
6	Who was the first Director General of Archaeological survey of India? a) R.C.Majumdar b) Alexander Cunningham c) R.D.Banerjar d) Dayaram Sahari	Recognize	Remember

7	When the Archaeological survey of India was created? a) 1871 b) 1814 c) 1858 d) 1947	Recall	Remember
8	Which was the first satellite of India? a) Rohini b) Bhaskara c) Aryabhata d) GLSU-III	Recall	Remember
9	Where Shriharikotta was established? a) Andra Pradesh b) Telengana c) Delhi d) Dheradun	Recognize	Remember
10	Who was the founder of ISRO? a) Vikram sarabhai b) Sathish Dhawan c) APJ Abdhul Kalam d) J.Nehru	Identify	Remember
PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20			
21	h) Describe how the Vedas and Upanishads can be used as a source of science and technology? Or (b) Discuss the contribution of Aryabhata to the development of science in ancient India?	Explain	Understand
22	(a) Give an account of Asiatic society? Or (b) Write a short note on archeological survey of India?	Differentiate Define	Understand
23	(a) Discuss the importance of ayurveda? Or (b) Give an account of Calcutta medical college?	Explain	Understand
24	i) Discus the contribution of Christian missionaries for the establishment of hospital and dispensaries? Or (b) write a short note unani medicine?	Illustrate	Apply
PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30			
25	(a) Write an essay on geological survey of India? Or (b) Discuss the contribution of European botanist's for the development of science and technology	Describe	Analyze
26	(a) Briefly describe the contribution of British for the development of engineering science? Or (b) Trace the history of road building and railways in India?	Explain Discuss	Understand
27	(a) Give and account of atomic energy commission? Or (b) Bring out the achievement of ISRO?	Assess	Skill

ELECTIVE COURSES
(Semester I, II, III, IV)

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST502	KNOWLEDGE SYSTEMS IN EARLY INDIA	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Explains the importance of the traditional scientific knowledge systems of ancient India and makes students acquainted with some of them	Understand
CO 2	Illustrate the learner to use the scientific knowledge for his primary discipline	Apply
CO 3	Examine the facts and the knowledge systems from a scientific point of view	Analyze
CO 4	Formulate solutions for new technology using the ancient traditional knowledge systems	Create
CO 5	Develop skill to be scientific and follow a systematic methodology for their own primary discipline.	Skill

b. Syllabus

Units	Content	Hrs.
I	<p>Learner as a Developing Individual</p> <p>Archaeology and Ancient Knowledge Systems of the Indian Subcontinent: The foundation for the Indian knowledge system – Harappan/Indus or Saraswati Civilisation (2600-1900 BCE).</p> <ul style="list-style-type: none"> • The non-Pyro technology: Agriculture, Architecture, Hydraulics, Lapidary crafts, Flint-knapping, Shell industry, Wood work, Stone working, Ivory, bone and antler processing. • Growth and development of technology: innovations and evidence – Pyro-technology: ceramics, bricks, terracotta, lime, paste, faience. • Ancient ceramic technology: Neolithic and Chalcolithic pottery, Harappan and Post Harappan pottery, Iron Age: PGW, NBPW etc. • Ancient metallurgy and history of copper/bronze, Iron, gold and silver metallurgy in Ancient India. Impact of advent of iron in ancient civilizations, Iron metallurgy and Iron Age cultures in Vidarbha, Maharashtra. • Communication in Ancient India: origins of scripts and Palaeography: Indus script: an 	16

	<p>unresolved flummoxing issue, the Brahmi Script, Kharoshthi script and Its System. Inscriptions and copper plates etc. • Classical Languages and their script system: Tamil, Sanskrit, Telugu, Kannada, Malayalam and Odiya.</p>	
II	<p>Development and Learning Ancient Texts and Knowledge systems: An introduction to Shad-darshana – the six schools of philosophy and Vedanta. Vedangas and specialized knowledge systems – Shulba Sutras and the Vedic Geometry. Features of the theoretical Knowledge Traditions in Sanskrit and Pali Texts - The Buddhist Logic – Hetuvidya and Sunyavada.</p>	16
III	<p>Classical Knowledge Systems: Astronomy and Mathematics – Bhaskara, Aryabhata, Varahamihira. Treatise on Statecraft: The Arthashastra and the various knowledge forms in it. Knowledge in Health care Systems: Ayurveda: Vrksa, Hasti and Asva Samhitas of Charaka, Susruta and Bhela.</p>	16
IV	<p>Theoretical Discourses: Bhartruhari's Semantic Philosophy- Sphotavada - The AnumanaSiddhanta – ApohaSiddhanta – Anandavarma and the DhvaniSiddhanta - Mahimabhata and the Vyaktiviveka - Kuntaka's Vakrokti - The PanchasandhiSiddhanta</p>	16
V	<p>West Asian Impact on the Indian Science: Persian and Arab contributions and exchange of knowledge with India – Medicine, Science and Technology in the Age of the Mughals- Raja Jai Singh and contemporary Astronomy</p>	16
	<p>Tasks and Assignments: Each Student is required to submit the following:</p> <ul style="list-style-type: none"> • Prepare two assignments of different topics related to the course. • Do a PowerPoint presentation of any topic of their choice from the syllabus. • Actively participate in debates and group discussions of topics from syllabus <p>References: Bag, History of Mathematics in Ancient and Medieval India, ChaukhambaOrientalia, Bag, History of Technology in India. 4 vols, Indian National Science Academy, New Bag, India and Central Asia, Science and Technology. 2 vols, Indian National Science Academy, New Delhi Bhatnagar and Nayanjyot Lahiri. Copper and Its Alloy in Ancient India. Munshiram Manohar, New Delhi A.K. Bag, Science and Civilization in India vol. 1. Navrang Publishers</p>	

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kar, M.K. 2002.Environment and Culture. Pune: Bhadarkar Oriental Research

kar, M.K. 1988. First Farmers of the Deccan. Pune: Ravish Publishers.

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.D.P. Sigal, India and World Civilization. Rupa& Co. New Delhi (The Chapter on)

. P K; S Mishra and Arvind Gupta (Eds.) Indigenous Historical Knowledge: Kautilya Vocabulary VOLUME II, New Delhi: Pentagon Press.

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arwal, The Copper Bronze Age in India. MunshiramManoharalal, New Delhi

hman, ed, History of Science and Technology in India. vol. II

Joseph Geevarughese : Crest of the Peacock, Penguin,London

Ratnagar, Encounters: The Westerly Trade of Harappan Civilization, Oxford City Press, New Delhi.

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	1	3	2	3
CO3	3	2	3	3	2
CO4	3	2	2	3	1
CO5	2	3	2	1	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2

Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO3, CO4

PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20			
21	a. Discuss the water harvesting system in Dholavira (or) b. What can one say about the developed pyrotechnology in Harappan civilisation.	Explain	Understand
22	a. Discuss the Iron technology in early India(or) b) What is Hetuvidya?	Differentiate Define	Understand
23	a) What is Nyaya darshan? (or) b) Discuss Sphotavada	Cite Examples	Understand
24	a. Define Samkhya (or) b. What is the contribution of Kuntaka	Illustrate	Apply
PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30			
25	a) Write a note on the knowledge systems contained in Vedas, Shulbha sutras and vedic geometry related to fire altars. (or) b) Write a detailed note on the different craft technologies of the Harappan civilization.	Describe	Analyse
26	a) Write about the mathematical and astronomical discoveries in ancient India. (or) b) Write a note on the knowledge systems in Vedangas.	Explain Discuss	Understand
27	a) Give a detailed note on the development of metallurgy in India. (or) b) Give an account of the different knowledge systems found in Arthashastra.	Assess	Skill

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST503	History of Political Thought	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Define terms and concepts of Western Political Thought	Remember
CO 2	Explain the relation between the church and the Holy Roman Empire and the concept of church and state	Understand
CO 3	Relate the morality and ethics in practice of statecraft in today's situation	Apply
CO 4	Examine the ideas of modern western political thinkers and their contributions to Western Political Thought	Analyze
CO 5	Articulate the international laws and relations that existed prior to the First World War	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrast, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	State and Society in the Greek Polis-Plato and Aristotle, Roman Political Theory-Empire and Imperium in the Roman World.	16

II	Christianity and the Holy Roman Empire-Constantine and the Church-the concept of the State and the Church	16
III	Machiavelli-Morality and Ethics in the practice of statecraft.	16
IV	Modern Western Political Thinkers-Hobbes- Locke – Rousseau, Thomas Jefferson, Thomas Pain, Charles Darwin, Hegel and Karl Marx.	16
V	International Law and International Relations until the outbreak of World War I	16
	<p>Tasks and Assignments: Students are required to submit the following:</p> <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play 	
	<p>References:</p> <p>G.H. Sabine,A History of Political Theory, Oxford and IBH, New Delhi, 1973.</p> <p>J. Hampton, Political Philosophy, West View, USA,1997.</p> <p>Leon P. Baradat, Political Ideologies: Origin and Impact,Prentice Hall, Englewood Cliffs, 1979.</p> <p>M.G. Gupta, History of Political Thought, Chaitanya, Publishing House, Allahabad, 1991.</p> <p>Press, 2006.</p> <p>Rowe, C.J., The Cambridge History of Greek and Roman Political Thought, Cambridge University</p> <p>Sabine, George, A History of Western Political Theory, (Oxford & IBH) 2005.</p> <p>Skinner, Quentin, Foundations of Modern Political Thought, Cambridge University Press, 1978.</p> <p>-----, Hobbes and Republican Liberty, Cambridge University Press, 2008.</p> <p>W. A. Dunning, History of Political Theories, Central Publishing House, Allahabad,</p> <p>William Ebenstein, Today'Isms, Prentice hall of India, Engel Wood Cliffs, 1980</p>	

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	3
CO4	3	3	3	3	3	2
CO5	3	3	3	3	3	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not Submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference.	Contains title, introduction, discussion of main idea, conclusion	Poor structure	No structure	Not submitted	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Comprehensive grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not presented	CO3, CO5
2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No coherent communication	Not presented	CO3, CO5

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	The greatest work of Plato is A. Republic B. Promenades C. Statesman D. Theaetetus	Recall	Remember
2	According to Aristotle justice is A. Virtue B. Complete virtue C. the embodiment of all goodness D. All of the above	Recall	Remember
3	Who among the following issued the Edict of Thessalonica? A. Theodosius B. Augustus C. Romulus Augustus D. Nero	Recognize	Remember
4	The Christianity was patronized by the Roman Emperor A. Constantine B. Diocletian C. Maximian D. Galerius	Recognize	Remember
5	<i>The Prince</i> is written by A. Machiavelli B. Thomas Hobbes C. John Locke D. J. S. Mill	Recall	Remember
6	The Doctrine of Aggrandizement is associated with A. Karl Max B. Machiavelli C. Hegel D. Kant	Recall	Remember
7	The author of <i>Two Treatises of Government</i> is A. Locke B. Hobbes C. Rousseau D. Hegel	Recall	Remember
8	“Man is born free, and he is everywhere in chains” is the statement of A. Rousseau B. Karl Marx C. Thomas Jefferson D. Hobbes	Identify	Remember
9	Concert of Europe was an agreement to preserve A. European balance of power B. Political boundaries C. Spheres of influence D. All of the above	Recall	Remember
10	The Second Hague Peace Conference was held	Recall	Remember

	A.1907 B. 1908 C. 1909 D. 1910		
	PART – B Short Answer The answer should not exceed 200 words Marks:5 x 4 = 20		Understand
21	a) Explain philosophical foundation of Aristotle’s political theory (or) b) Describe the importance of Polis in ancient Greek culture	Explain	Understand
22	a) Illustrate the expansion of Roman empire in the second phase (or) b) Interpret the Roman concept of law	Interpret	Understand
23	a) Discuss the influence of Christianity on the Roman Empire (or) b) Illustrate the relation between the Christianity and the Roman Empire	Explain	Understand
24	a) Relate the spread of Christianity to the rule of emperor Constantine (or) b) Construct the concept of the state and the church with examples	Illustrate	Apply
	PART – C Essay Answer The answer should not exceed 400 words Marks: 3 x 10 = 30		
25	a) Analyze the political thought of Machiavelli (or) b) Examine Machiavelli’s classification of the forms of government.	Analyze Examine	Analyze
26	a) Assess the Locke’s idea of consent, resistance and toleration (or) b) Evaluate the features of Rousseau’s theory of General Will.	Assess Evaluate	Evaluate
27	a) Elaborate in brief the history of internal law (or) b) Compile the provisions of conventions and conferences that contributed towards the codification of international law	Elaborate Compile	Create

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST504	HUMAN RIGHTS IN INDIA	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Define meaning and concept of human rights.	Remember
CO 2	Understand historical growth of human rights.	Understand
CO 3	Demonstrate an awareness of the international context of human rights.	Understand
CO 4	Classification of Human Rights, Duties and Responsibilities.	Create
CO 5	Discuss the role and functions of International, National, State human rights organizations and role of NGOs.	Skill

b. Syllabus

Units	Content	Hrs.
I	Meaning and Concept of Human Rights- Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights; Collective Rights)	16
II	Evolution of the Concept of Human Rights: Magna Carta to the Universal Declaration of Human Rights (Thomas Jefferson, Thomas Paine, Mary Wollstonecraft and James Madison)- The US Declaration of Independence; The French Declaration of the Rights of Man and the Citizen; United States Bill of Rights.	16
III	Circumstances leading to Universal Declaration of Human Rights, 1948- International Bill of Rights-Thirty Articles of the Charter-International Covenant on Civil and Political Rights; International Covenant on Economic, Social and Cultural Rights) –Rights enshrined in Indian Constitution-Preamble, Fundamental Rights and Directive Principles of State Policy.	16
IV	Classification of Human Rights: Child Rights-Women’s Rights, Dalit Rights-Tribal Rights Instruments for safeguarding human rights-Convention on the Elimination of All Forms of Discrimination against Women- Convention on the Rights of the Child- -Convention against Torture and other Cruel and Inhuman or Degrading Treatment-International Convention on the protection of all migrant workers and their families-Convention on the Rights of persons with disability	16
V	Human Rights Organizations-Amnesty International- Human Rights Watch-People’s Union for Civil Liberties- Human Rights Commissions-National and State- Structure and powers of the Commissions-Contemporary human rights issues and the role of NGOs- Towards a humanistic society.	16
	Tasks and Assignments:	

	<p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Report prepares on human rights violations in local area. ✓ International human rights law and its importance. ✓ Importance of human rights in our lives. ✓ Prepare report on multidisciplinary approaches of human rights. <p>Suggested Readings:</p> <p>Micheline R. Ishay, <i>The History of Human Rights: From Ancient Times to the Globalization Era</i>, Orient Blackswan, 2008.</p> <p>James Griffin, <i>On Human Rights</i>, OUP, 2008.</p> <p>Gurpreet Mahajan, ed., <i>Democracy, Difference and Social Justice</i>, New Delhi: Oxford University Press, 1998</p> <p>James Nickel, <i>Making Sense of Human Rights: Philosophical Reflections on the Universal Declaration of Human Rights</i>, Berkeley: University of California Press, 1987.</p> <p>John Rawls, <i>Law of the People</i>, Cambridge: Harvard University Press, 2001. Michael Freeman, <i>Human Rights: An Interdisciplinary Approach</i>, Oxford: Polity, 2002.</p> <p>R.J. Vincent, <i>Human Rights and International Relations</i>, Cambridge: Cambridge University Press, 1986.</p> <p>Stephen Shute and Susan Hurley (Eds), <i>On Human Rights</i>, Oxford Amnesty Lectures, Paperback, 1994</p> <p>Gail Omvedt, <i>Dalits and Democratic Revolution</i>, Sage, 1999.</p> <p>V.R. Krishna Iyer, <i>Dialectics and Dynamics of Human Rights in India</i>, Eastern Law House, 1999.</p> <p>V.R. Krishna Iyer <i>Human Rights and Inhuman Wrongs</i>, B.R. Publishing House, 1990.</p> <p>Amartya Sen, <i>The Idea of Justice</i>, New Delhi: Penguin Books, 2009.</p> <p>Upendra Baxi, <i>The Future of Human Rights</i>, New Delhi: Oxford University Press. C.J. Nirmal, <i>Human Rights in India: Historical, Social and Political Perspectives</i> Justice Shivaraj V. Patil <i>on Human Rights</i>, SOKO Trust, Madurai, 2007</p> <p>Imtiaz Ahmad, <i>Dalit Assertion in Society</i>, Literature and History, Orient BlackSwan, 2010.</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	3	3	2	2
CO2	1	3	3	2	3	3
CO3	3	3	2	3	3	1
CO4	0	2	1	3	2	3
CO5	2	1	2	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40

External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
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1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	Human Rights are entitlements due to A. Everyman B. Woman C. Child D. All of the above	Recall	Remember
2	The Universal Declaration of Human Rights was adopted by the General Assembly of the United Nations Organization on A.10 December 1948 B. 9 December 1948 C. 8 December 1948 C.7 December 1948	Recognize	Remember
3	“Rights are the external conditions necessary for the greatest possible development of the capacities of the personality” is the definition of A. Harold J. Laski B. Earnest Barker C. Wilde D. Bernard Bosanquet	Recall	Remember
4	The English Bill of Rights was an Act that was signed into a law in A.1689 B. 1688 C. 1687 D. 1686	Recall	Remember
5	The socio-economic dimensions of the concept of rights were introduced by A. The Bolshevik Revolution B. The French Revolution C. The American Revolution D. None of the above	Recognize	Remember
6	Those rights which are provided in law and protected by it are called A. Social rights B. Legal rights	Recognize	Remember

	C. Cultural rights D. Moral rights		
7	Which of the following rights were recognized by the French Declaration of Rights of Man and Citizen 1789? A. All men are born equal B. The state shall preserve the natural rights of man C. Freedom of thought D. All of the above	Recall	Remember
8	Identify the specific liberties in the Virginia Declaration of Rights that required to be protected from state interference. A. Freedom of press B. The free exercise of religion C. The obligation that no person should be deprived of their liberty except by the law of land D. All of the above	Recall	Remember
9	The present Chairman of the National Human Rights Commission of India is A. Justice Ranganath Misra B. Justice H.L. Dattu C. Justice J.S. Verma D. Justice M.N. Venkatachalliah	Recognize	Remember
10	National Human Rights Commission of India (NHRC) was established in A. 1993 B. 1994 C. 1995 D.1996	Identify	Remember
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20		
21	i) Discuss the Universal Declaration of Human Rights (or) j) Discuss the value of Indian constitution related to human rights.	Explain	Understand
22	a) Differentiate: Growth, Maturity and Development (or) b) Define the following concepts; Creativity and Personality	Differentiate Define	Understand
23	a) Give an examples of Dalit rights (or) b) Give an example of Women rights.	Cite Examples	Understand
24	j) Structure and powers of the State human rights commissions (or) k) Define contemporary human rights issues and the role of NGOs	Define	Understand
	PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30		
25	a) Write an essay on the Three Generations of Human Rights. (or) b) Explains the kinds and nature of Human Rights	Describe	Analyze
26	a) Discuss the evolution of the concept of Human Rights. (or) b) Illustrate the powers and functions of National Human Rights Commission of India.	Discuss Illustrate	Understand
27	a) Assess importance of human rights in our lives (or) b) Asses role and function of national human rights commission.	Asses	Skill

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST505	History of Indian Diaspora in the Post-Independence Period	3	-	-	3

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Define the theoretical concept of Diaspora	Remember
CO 2	Explain spread of Buddhism and dispersal of Indians to Central and North East Asia.	Understand
CO 3	Illustrate slavery and slave trade and indenture servitude during colonialism	Apply
CO 4	Examine Indian migration Mauritius, Fiji, Madagascar, and La Reunion	Analyze
CO 5	Articulate history of today's sizable Indian populations in Malaysia, Singapore	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrast, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Theoretical Concept Diaspora: The concept, origin, evolution and contemporary usage. Genesis of Indian Diaspora - Various issues, Debates and Binaries in Diaspora. The Indian abroad and spread of culture and civilization that is called India, its implications in globalization of India.	16

II	Indian Diaspora in Central Asia and its Trade: Ancient Silk Route and sea trade, spread of Buddhism and dispersal of Indians in Central and Northeast Asia.	16
III	Migration During the Colonial Period: Slavery and Slave Trade in West India Ocean - Indentured servitude and the academic debates.	16
IV	Indian Diaspora in Mauritius: Indian Indentured Labourers - Role of Indian Masses in the Political Movement – Various Political Parties during the Freedom Struggle - Indian Identity and the Mauritius Multiculturalism.	16
V	Indian Diaspora in Fiji: Immigration as indentured Laborours-Indians practically shaping the coutry’s political, social and religious structure, leading to centre stage immigrent population, however, Fiji Indian Diaspora begins with major exodus of Indiansafter 1987 and 200 coup. The contribution of Indians in Fiji since their first arrival as labourers in 1879AD.	16
VI	Indian Diaspora in Madagascar: Genesis of Indian Presence - Indian Association is Madagascar - Economic Contribution of Indians in Madagascar - Status of Indian Identity in Post- Independence Madagascar.	16
VII	Indian Diaspora in La Reunion: Indian Diaspora during the indentured period – Determinants of Identity Transformation –Role of Indian Associations in Identity revival - Various Indian Festivals in La Reunion.	16
VII	Indian diaspora in South east Asia Trade that led to spread of Indian settlements and history of today’s sizable Indian populations in Malaysia, Singapore, etc.	16
	Tasks and Assignments: Students are required to submit the following: <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play 	
	References: <p>Bates Crispin (ed), Community, Empire and Migration: South Asians in Diaspora, London,</p> <p>Carter, Marina, Servants, Sirdars, and settlers: Indians in Mauritius, 1834-1874, OUP, 1995.</p> <p>David Northrup, Indentured labor in the age of imperialism, 1834-1922.</p> <p>Gautam M. K. 2013 Indian Diaspora:Ethnicity and Diasporic Identity CARIM-India Research Report 2013/29. India Centre for Migration. pp. 1-40.</p> <p>KapurDevesh 2010. Diaspora, Democracy and Development: The Domestic Impact of International Migration from India. Princeton, NJ: Princeton University Press,</p> <p>Levi Scott C. 2002. The Indian Diaspora in Central Asia and its Trade, 1550-1900. Brill. 319p.</p> <p>Kondapi, C, Indian Overseas (1838-1949), Bombay, Oxford University Press, 1981.Macmillan.</p> <p>Srinath Raghavan 2012 The Diaspora and India. India Review, Taylor & Francis Group. vol. 11, no. 1, pp. 65–72</p> <p>Reddy Luthmoodoo, Indian s in Mauritius, ODI Publication, 2009 the</p>	

<p>International Conference on Indian Labour Immigration, (23-27 October, 1984) held at the Mahatma Gandhi Institute.</p> <p>Sapovadia Vrijlal 2015. Analyzing Indian Diaspora: Pyramid Impact on Reforms & Migration Pattern. https://mpra.ub.uni-muenchen.de/63609/ MPRA Paper No. 63609, posted 14 April 2015 04:59 UTC.</p> <p>Tinker Hugh The Banyan Tree; Overseas Emigrants from India, Pakistan and Bangladesh, Oxford University Press, Oxford, 1977</p> <p>Tinker Hugh, A New System of Slavery: The Export of Indian Labour Overseas (1830-1950), Oxford University Press, Oxford, 1974.</p> <p>Tölölyan Khachig 2012. Diaspora studies Past, present and promise. Working Papers 55. Oxford University, 1-14.</p> <p>Varadarajan Latha. 2010. The Domestic Abroad: Diasporas in International Relations. New York: Oxford University Press, 254 Pages.</p>

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	2
CO2	3	3	2	3	3	3
CO3	3	3	2	3	3	3
CO4	3	3	3	3	3	1
CO5	3	3	3	3	3	0

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference.	Contains title, introduction, discussion of main idea, conclusion	Poor structure	No structure	Not submitted	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Comprehensive grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not presented	CO3, CO5
2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No logical communication	Not presented	CO3, CO5

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice		
	Marks: 10 x 1 = 10		

1	Indian Diaspora is the group of people A. Presently living outside India B. Can trace origin to India C. Both A and B D. Only A is correct	Recall	Remember
2	The Silk route for Indians was started by A. Kanishka B. Samudra Gupta C. Harshavardhana D. Chandra Gupta Maurya	Recognize	Remember
3	The term diaspora was first used for A. Jewish people B. People of Africa C. Persons of Indian Origin D. None of the above	Recall	Remember
4	The first Indian settlers arrived in Madagascar in A. 1880 B. 1881 C. 1882 D. 1884	Recall	Remember
5	The role of Indians in economic development of Madagascar is appreciated A. At all levels B. At some level C. Only A is correct D. None of the above	Recall	Remember
6	The first arrival of Indian as labourers in Fiji was in A. 1879 B. 1980 C. 1981 D. 1982	Recall	Remember
7	Indian migration to Fiji occurred during colonial era as a result of A. Indentured labour system B. Slavery system C. Both A and B D. None of the above	Recall	Remember
8	The causes of Indian Diaspora are A. Immigration of indentured and contract labourers B. Traders C. Professionals D. All of the above	Recall	Remember
9	The indentured labourers who migrated to Mauritius in the 19 th century originated mostly from A. Central Province of India B. North West Frontier Province C. Madras Province D. All of the above	Recall	Remember
10	The spread of Buddhism to Central Asia parallels the development of silk route as A. Intercultural exchange B. Intertrade exchange C. Both A and B D. Only A is correct	Recall	Remember
PART – B Short Answer			
The answer should not exceed 200 words Marks: 5 x 4 = 20			
21	a) Describe the genesis of Indian Diaspora (or) b) Describe the spread of Indian culture and civilization abroad and its implication in globalization of India	Explain	Understand
22	a) Explain the cultural importance of silk route (or) b) Illustrate the spread of Buddhism in Central Asia	Interpret	Understand
23	a) Illustrate slave trade in West Indian Ocean (or) b) Paraphrase the academic debates on Indentured servitude	Explain	Understand
24	a) Develop debates on Indian diaspora (or) b) Construct history of Indian Indentured laborer	Illustrate	Apply
PART – C Essay Answer			
The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) Appraise how Indians shaped political, social and religious structure of Fiji (or) b) Analyze role of Indian Masse in the political movement in Mauritius	Appraise Analyze	Analyze

26	a) Evaluate the role of Indian Associations in Identity revival (or) b) Assess the economic contributions of Indians in Madagascar	Evaluate Assess	Evaluate
27	a) Elaborate the history of Indian diaspora in South East Asia(or) b) Compile the history of celebrations of Indian festivals in La Reunion	Elaborate Compile	Create

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST506	History of Modern South East Asia	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Analyse the relations between Southeast Asian nations from a historical perspective.	Analyze
CO 2	Describe different interpretations of Southeast Asian peoples from the colonial period on.	Understand
CO 3	Understanding of the historical transformation of the entire geographical region (from Mongolia, Tibet, Burma and Thailand in the west to the Philippines in the east; from the Indonesian islands in the south to Siberian Russia in the north) during the nineteenth and twentieth centuries.	Understand
CO 4	Understand the sources of inspiration for (and opposition to) independence struggles and revolutions in Southeast Asia.	Understand
CO 5	Discuss major revolutions in the study of modern Southeast Asian history.	Skill

b. Syllabus

Units	Content	Hrs.
I	Defining the region of Southeast Asia- Geographical Features- Southeast Asia in the Classical Age- Fall of the Classical States.	16
II	Advent of Islam- Rise of the Mainland States: Burma, Siam, Vietnam. Pre-colonial economy and society- Patterns of production in agriculture and the crafts- Organization of trade and banking- Cultural expressions: Folk and Classical- Islam and popular culture.	16
III	Establishment of Colonial Regimes in Indonesia (Dutch), Malaya (British), Burma (British), Philippines (US), Indo-China (French) and Thailand-. Agrarian transformations, plantations, forests, mining- Migration: Indian and Chinese Labour and Capital- The making of new identities-Urbanization.	16
IV	Movements of Resistance to Imperialism-Traditional, Synthesis, Radical. Colonial Discourses and Creation of National Culture- anti-colonialism and nationalist protest to colonial rule.	16
V	Origins of the Vietnamese Revolution, 1920-1946 - Indonesian Revolution, 1945-1949- Emergence of Union of Burma (Myanmar), 1948-1962- Indonesia, the Sukarno Era, 1949- 1965- Cambodia under Sihanouk, 1955-1970.	16
	Tasks and Assignments: Each student is required to submit the following: <ul style="list-style-type: none"> ✓ Express ideas clearly through oral presentations and seminar discussions. 	

	<ul style="list-style-type: none"> ✓ Key issues in the social, cultural and political history of Southeast Asia since the late 19th century. ✓ Report on impact of colonialism, war and the Cold War on the countries of Southeast Asia. <p>Suggested Readings: Nicholas Tarling, ed., Cambridge History of South-east Asia, Vol. II J.S. Furnivall, Colonial Policy and Practice: A Comparative Study of Burma and Netherlands India, Cambridge University Press, 1948. Milton E. Osborne, South East Asia: An Introductory History, Allen and Unwin, 2005. D.P. Sardesai, Southeast Asia: Past and Present, Westview Press, Boulder, 1994. Anthony Reid, Southeast Asia in the Age of Commerce, 1450-1680, Yale University Press, 1988. Gillian Hart (ed.), Agrarian Transformations: Local Processes and the State in Southeast Asia, 1992. M.S. Heidhues, Southeast Asia: A Concise History, Thames and Hudson, 2001. V. Lieberman, Strange Parallels: Southeast Asia in a Global Context, c. 800-1830, Cambridge University Press (2003). N.G. Owen (ed.), The Emergence of Modern Southeast Asia: A New History, University of Hawai'i Press, 2005. Christine Dobbin, Islamic Revivalism in a Changing Peasant Economy, 1784-1847, Routledge, 2016.</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4

2	Presentation 50%	Well, Communicate d with logical sequences, examples, and references	Communicate d with sequences	Just Communicate d	No coherent communication	Not Attende d	CO3, CO4
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i. Model Question Paper

Sl. No	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	What is the old name of Myanmar? A) Burma B) Tibet C) Rangoon D) Malaya.	Recognize	Remember
2	Asia's biggest port Rangoon where is located? A) Singapore B) Japan C) India D) Burma	Recall	Remember
3	Who was the last ruler of Vietnam? A) Annam Bao Dai B) Dobama C) Tala i lama D) Temujin	Recognize	Remember
4	<u>What government replaced the Khmer Rouge?</u> A) Singapore B) Japan C) China D. Cambodia	Recognize	Remember
5	Who was the first President of leader of Indonesia?? A) Suharto B) Sukarno C) Habibie D) Joko Widodo	Recognize	Remember
6	Dr Hatta related to which movement? A) Indonesian Cooperative movement. B) Indonesian labor movement C) Indonesian peasant movement D) Indonesian leftist movement	Recognize	Remember
7	The Anglo-Siamese Treaty happened in A) 1908 B) 1909 C) 1910 D) 1911.	Recall	Remember
8	Present capital Thailand? A) Kathmandu B) Kuala Lupur C) Bangkok D) Kolumbu	Recall	Remember
9	First National Day of Singapore in A) 1965 B) 1966 C) 1967 D) 1968	Identify	Remember
10	Who led Vietnamese revolution? A) Dobama B. Ho Chi Minh C) Habibie D) Suharto	Identify	Remember
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20		

21	a) Analyze geographical features of South East Asia (or) k) Vietnamese cultural life.	Analyze	Understand
22	a) Discuss about life of Wayang Ramayana. (or) b) Briefly discuss Dockter Jawa School.	Discuss	Understand
23	a) Critically analyze Balinese Culture (or) b) Critically evaluate what role did British colonial power play in the creation of Singapore.	Analyze Examples	Understand
24	l) Discuss Indonesian Revolution (or) m) Discuss the Emergence of the Union of Burma..	Discuss	Apply
PART – C Essay Answer			
The answer should not exceed 400 words 3 x 10 = 30			
25	a). What role did western Education play in the transition from pre-modern Siam to Thailand (or) b) Britain as dominant economic and political power during 19 th spelt the agenda of other European power in South East Asia. Discuss.	Discuss	Understand
26	a) Discuss the modern South East Asian identity a colonial rule. (or) b) Hikayat Hang Tuah describes the life of a Malay hero. How far did this character help the cause Malay nationalism?	Discuss Describe	Understand
27	a) What do you understand by the term Plural society? How would you explain its applicable in South East Asia? (or) b) Comment on the cultivation system. Why did Dutch develop it in Indonesia from 1830 onwards?	Assess	Skill

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST507	Heritage and Tourism in India	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Define basic concept of Heritage and examine the difference between culture, Heritage and civilization.	Remember
CO 2	Evaluate Government policy and regulations governing Culture & Heritage Tourism in India.	Understand
CO 3	Describe the different types tourism resources of India, their importance in tourism and management.	Understand
CO 4	Analyze importance of tourism management.	Analyze
CO 5	Demonstrate and understanding and importance of the travel and tourism industry.	Skill

b. Syllabus

Units	Content	Hrs.
I	Introduction to Heritage, kinds of Heritage-Definition of Heritage, significance and relevance; types of Heritage (tangible, intangible and living); Classification of cultural assets; monuments heritage, wild life sanctuaries, National parks, Fossil parks; Museums – storehouse of Heritage; Libraries for manuscripts, printed literature etc., (National libraries, Khurda Baksh library, Patna, Scindia Oriental library, Ujjain to name a few.)	16
II	Heritage –Legislation and Policy- Legislation s for protection and preservation of heritage; Centre and State legislations, The AMASR Act,1958, The Antiquities and Art Treasures Act, 1972 ,Intrnational Charters and Convention, AMS Validation Act INTACH Charters for conservation of protected and unprotected heritage monuments and sites in India, Indian Forest Bill(1927), 2012, ICUN Red list etc, Role of ASI, INTACH, ICOMOS, ICCROM, NMMA ,National Museum, WWFetc in preservation of cultural Heritages.	16
III	Introdcion to Tourism- Definition, Scope, Significance, History of Tourism policy and Growth of Tourism in India, types of Tourism eg Heritage Tourism, Eco Tourism, Medical Tourism, Geo Tourism, Agro Tourism, Educational Tourism etc. Heritage and Public Archaeology- Public Education, School programmes, Heritage walks; Archaeology and Museums, interpretive exhibits / Centres, Site specific programmes career option in Archaeology as a teacher, researcher or a freelance Archaeologist; Archaeology and media; The Antiquities Market; Looting, vandalism and site destruction, treasure hunters etc,	16
IV	Management of Tourism and Tourism as as Industry- Nature of tourist etc entertainment etc, Tourism destinations/products eg. Natural land scapes(beaches, hill resorts, wild life sanctuaries, waterfalls, islands, mountains), Archaeological (monuments and sites) Museums(Arts and handicrafts, Archaeological and Science Museums), Cultural	16

	(music,dancefestivals,pilgrimage);Tourism in 21 st century; changing trends in tourism industry, widening horizons	
V	Tourism and Travel Organisations - International and National Tourism Organisations; WTO/IATI/PATA /TAAI/IATO etc. Agencies and / Organisations and Ministeries in India linked with tourism; Strategy, Missions and Objectives for Tourism Organisations;Role of Travel Agencies , Tour Operators, Tour Guides and their training; SOTC, Make My Trip, Kesari Tours and Travels, Trip Advisor, Thomas Cook, Cox and Kingsetc. Impact of Tourism-Economic and Environment impact, Socio-Cultural impact, Concept of carrying capacity and sustainable / responsible tourism; Reference to case studies; Goa, Himalayas, Khajuraho,Taj Mahal and Jaisalmer- Foreign exchange.	16
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Collect important heritage site's pictures and video clips. ✓ Provide a report on field visits to Heritage sites. ✓ Write an assignment on the development of regional tourism. ✓ Report of interdisciplinary approaches of selected topics / concepts. <p>Suggested Readings:</p> <p><i>Handbook On world Heritage sites (ASI)</i> Basham A L- <i>A Cultural History of India</i>, Oxford University Press Ram Dhamija <i>Image India- heritage of Indian arts & crafts--</i> Vikas Publications Kirshenblatt, Barbara (1998), <i>Destination Culture: Tourism, museums and Heritage</i>, Berkeley, University of California Press. Mckercher, Bob: DuCros Hilary (2001), <i>Cultural Tourism: The Partnership between tourism and cultural heritage Management</i>, Haworth Hospitality Press. Gupta, S.P. Krishna Lal & Mahua Bhattacharya- <i>Cultural Tourism in India.Indraprastha Museum of Art & Archaeology</i>, N.Delhi, 2002. Gupta, S.P. and Asthana S.P.: <i>Elements of Indian Art</i>, New Delhi, 2002. <i>Monuments of World Heritage in India</i>, 1998, N.Delhi, Archeological Survey of India. Bhatia 2004.Tourism in India. Kamra, K.K. et.al. 2004. <i>Basics of Tourism, Theory, Operation and Practice</i>. Alchevs, F.Q. <i>Cultural Tourism in India-Its Scope and Development</i>. Bezbaruah M.P. <i>Indian Tourism Beyond the Millennium</i>, New Delhi. Burkart A.J. and Medlik. <i>Tourism: Past Present &Future:</i> (London,Heinemann) Chib, Som Nath. <i>Essays on Tourism</i>. New Delhi: Cross Section Publication) SekarBandyopadyay, <i>From Plassey to Partition: A History of Modern India</i>, Orient Longman, 2004. -----, ed. <i>Nationalist Movement in India, A Reader</i>, Oxford University Press, 2009 SumitSarkar, <i>The Swadeshi Movement in Bengal,1903-1908</i>, Orient</p>	

Blackswan, 2010. Tara Chand, <i>History of the Freedom Movement</i> , Vols 3, Publications Division, Govt. of India. VapalPanguni Menon, <i>The Story of Integration of States</i> , Arno Press, 1956. Durgadas, <i>India from Curzon to Nehru and After</i> , Rupa, 2004.
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs

1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	The tangible heritage refers ----- A. Literature B. Oral tradition C. Foreign account D. Monument	Recognize	Remember
2	The Wildlife Lions sanctuary is located at -----	Recognize	Remember

	A. Mudumalai C. Girnar	B. Mysore C. Sunderbans		
3	The antiquities and art treasures act was passed in ----- A. 1978 B. 1982 C. 1958 D. 1972		Recall	Remember
4	The INTACH is ----- A. The Indian Trust for Culture B. Indian Trust for Art and Culture C. The Indian Trust for Cultural Heritage D. The Indian National Trust for Art and Cultural Heritage		Recognize	Remember
5	The Medical Tourism is famous in----- A. Andhra Pradesh B. Karnataka C. Maharashtra D. Kerala		Recognize	Remember
6	The National Library of Khurdah Baksh is located at A. Ujjain B. Gwalior C. Patna D. Lucknow		Recognize	Remember
7	Which is not a world heritage monument in India? A. Taj Mahal, Agra B. Humayun tomb, New Delhi C. Golkonda fort, Hyderabad D. Brihadisvara temple, Thanjavur		Recognize	Remember
8	Buddha stupa is not located at A. Nalanda B. Sarnath C. Sanchi D. Ellora		Recognize	Remember
9	ITDC stands for A. India Tourism and Development Corporation B. India Tourism Corporation C. India Tourism Development Corporate D. India Tourism Development Corporation Ltd		Identify	Remember
10	The Jog falls is located in ----- A. Maharashtra B. Gujarat C. Kerala D. Karnataka		Identify	Remember
PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20				
21	a) Define and discuss with examples historical tourism (or) 1) Discuss the role of heritage tourism in tourism development.		Define	Understand
22	a). Define Tourism and discuss its categories. (or) b) Explain the roles and objectives of STDC		Define	Understand
23	a) Intangible heritage. (or) b) Are Museums relevant in understand our past.		Cite Examples	Understand
24	n) Discuss various factors responsible for growth and development of tourism in south India. (or) o) What is the significance of festival and fairs in understanding our cultural heritage?		Discuss	Apply
PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30				
25	a) Write the value and significance of heritage in India. (or) b) Can history and heritage be seen as similar? Discuss with examples.		Describe	Analyze
26	a) Mention the role of ASI, INTACH, National Museum in Conservation and preservation of cultural heritage. (or) b) Give an account of impact of tourism industry in India		Explain Discuss	Understand

27	a) Explain UNESCO and discuss its objectives. (or) b) Write a note on the important National and International tourism organizations in India.	Explain	Skill
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SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST508	Cholas: State and Society	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Define various Sources of the Cholas and their contemporaries.	Remember
CO 2	Discuss political history of the Cholas from Vijayalayan to Parantakan and overall context of the imperial rivalries between Contemporary Kingdoms.	Understand
CO 3	Understand how for agrarian society prevailing in Chola Empire.	Understand
CO 4	Analyze the Chola temple as an economic center and its functions.	Analyze
CO 5	Describe trading contact with foreign and decline of the Chola Empire.	Skill

b. Syllabus

Units	Content	Hrs.
I	The Sources for the study of the Cholas and their contemporaries. Epigraphic and Literary Sources South India under the Cholas	16
II	Vijayalaya Chola to Parantaka I - The Rashtrakuta invasion. Rajaraja I – South East Asian Expedition.	16
III	Recent developments in the Historiography of the Chola state Kingship and Polity. - The concept of NADU and VALANADU- Social, Political and Economic structures of the peasant micro and macro units- Idankai and Valankai- The Nagaram as a marketing and commercial centre.	16
IV	Social institutions and conflict, The Temple and its economic and social functions during Chola Period- Cholas and the Bhakti cult.	16
V	Agrarian Institutions-Foreign Trade and Commerce: Guilds and Trade- Decline of the Cholas.	16
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ✓ Select any one of the topics and perform a role play. <p>Suggested Readings:</p> <p>Abraham, Meera, <i>Two Trade Guide of Medieval South India</i>, New Delhi, 1986.</p> <p>Ali, Daud, ed., <i>Querying the Medieval</i>, Oxford University Press, 2002.</p> <p>Brown, Percy, <i>Indian Architecture</i>, Bombay, 19</p> <p>Champakalakshmi, R., “<i>Urban Processes in Early Medieval Tamil Nadu</i>” in <i>Situating Indian History</i>, S. Bhattacharya and R. Thapar, eds., New</p>	

<p>Delhi: Oxford University Press, 1988.</p> <p>Champakalakshmi, R., <i>Ideology and Urbanization in South India, 1300-1800</i>, 1997.</p> <p>Champakalakshmi, R., <i>Vaishnava Iconography in the Tamil Country</i>, New Delhi: Orient Longman, 1974.</p> <p>Champakalakshmi, R., <i>Trade, Ideology and Urbanization ; South India 300-1300</i>, Oxford University Press, 2008.</p> <p>Clothey, Fred., <i>The Many Faces of Murukan</i>, The Hague, 1978.</p> <p>Dahejia, Vindhya, <i>The Slaves of the Lord: The Pattu of the Tamil Saints</i>, New Delhi: MunshiramManoharlal, 1988.</p> <p>Davis, Richard, <i>Ritual in an Oscillating University</i>, New Jersey: Princeton University Press, 1993.</p> <p>Dorai, Rangaswamy, <i>The Religion and Philosophy of the Tevaram</i>, Madras: Madras University Press, 1958.</p> <p>Dumont, Louis, <i>Homo Heirarochicus</i>, New Delhi: Oxford University Press (reprint), 1978.</p> <p>Dumont, Louis, <i>Religion, Politics and History in India</i>, The Hague, Mouton, 19</p> <p>Gonda, Jan, <i>Ancient Indian Kingship from Religious Point or View</i>, Leiden: E.J. Brill, 1966.</p> <p>Gross, Francois, <i>Le Paripata: Texte Tamoul introduction, traduction, et note</i>, E'cole Française d'Extreme Orient, Pondicherry, 1965.</p> <p>Heesterman, J.C., <i>The Inner Conflict of Traditions: Essays in Indian Ritual, Kingship and Society</i>, New Delhi: Oxford University Press, 1988.</p> <p>Heitzman, James, "Ritual Polity and Economy: The Transactional Network of an Imperial Temple in Medieval South India" in JESHO, Vol. XXIV, pp.35-61.</p> <p>Heitzman, James, <i>The Gifts of Power; Lordship in Early Medieval South India</i>, Oxford University Press, 1992.</p> <p>Karashima, Noboru, <i>South Indian History and Society</i>, New Delhi: Oxford University Press, 1985.</p> <p>Karashima, Noboru, <i>South Indian Society and Economy</i>, Oxford University Press, 1988.</p> <p>Ludden, David, <i>Peasant History in South India</i>, New Jersey: Princeton University Press, 1985.</p> <p>Miller, Barbara Stoler, <i>Studies in Chola History and Administration</i>, Madras: Madras University Press, 1935.</p> <p>Miller, Barbara Stoler, <i>The Power of Art, Patronage in Indian Culture</i>, New Delhi: Oxford University Press, 1955.</p> <p>Minakshi, L, <i>Administration and Social Life under the Pallavas</i>, Madras.</p> <p>Raghotham, Venkata, "Kinship, Politics and Memory in early Medieval Tamil Country: A Study of the Funerary Shrines of the Imperial Cholas" in <i>Nagabindanam: Papers on Art, Epigraphy and Archaeology presented to M S Nagaraja Rao ed.</i>, L K Srinivasan et al 1996.</p> <p>Stein, Burton, <i>Peasant State and Society in Medieval South India</i>, New Delhi Oxford University Press, 1980.</p> <p>Subbarayalu, Y., <i>South India under the Cholas</i>, Oxford University Press</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	1	3	1	2
CO2	3	3	3	3	3	2
CO3	3	2	3	1	3	0
CO4	2	2	1	3	2	2
CO5	1	1	1	1	2	0

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5

2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5
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h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	Who was the founder of the Chola empire? A. Vijayalaya Cholan B. Aditha Cholan C. Parantka Cholan D. Rajaraja Cholan	Recall	Remember
2	Who was the King who took the title of <i>Maduraiyum Elamum Konda Parakesarivarman (Conqueror of Madurai and Srilanka)</i> ? A. Parantaka Cholan B. Rajaraja Cholan C. Rajendra Cholan I D. Kulottunga Cholan	Recall	Remember
3	<i>Chitrameli-Periyannattar</i> was as an A. Village servant B. Administrator C. Agricultural organization C. Nattar	Recognize	Remember

4	Who changed the old macro territories with suffix <i>nadu</i> were renamed as <i>mandalams</i> in 1009 C.E, the Chola nadu became Chola <i>Mandalam</i> . A. Rajaraja I B. Rajendra C. Parantaka D. Kulottunga	Recognize	Remember
5	The concept of <i>Valanadu</i> was first introduced in the areas of the Pandya, and it was Later adopted by the Cholas King _____ A. Rajaraja I B. Rajendra C. Kulottunga D. Parantaga	Recognize	Remember
6	Who involved in Rajaraja chola period for the tax assessment (1001 AD)? A. Nambiandar Nambi B. Senatipati Kuravan C. Senatipati Maravan D. Nachinarkiniyar	Recognize	Remember
7	Which temple is also known as the Largest Temple? A. GangaiKonda Cholapuram B. Nageshwara Temple C. Brahadeeswara Temple C. Kornganathar Temple	Identify	Remember
8	During whom reign of Chola King, the texts of the Tamil poets Appar, Sambandar and Sundarar were collected and edited into one compilation called Thirumurai? A. Uttama Chola B Rajendra Chola I C. Rajaraja Chola C. Virarajendra Chola	Recall	Remember
9	Which of the following was one of the categories of gigantic merchants' guilds of the Chola country? A. Nanadesi B. Valanjiar C. Manigramam D. All the above	Identify	Remember
10	Ghatika was a settlement of A. Merchants B. Brahmanas C. Buddhist Monk C. Jain Monks	Identify	Remember
PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20			
21	m) Elucidate Cholas literary sources. (or) n) Define Cholas epigraphy sources	Explain	Understand
22	a) Analyze recent developments of Historiography of the Chola state Kingship and polity (or) b) Define the following concepts; Nadu and Valanadu	Analyze Define	Understand
23	a) Explain foundation of the Chola empire (or) b) Describe political achievement of Rajaraja cholan.	Explain	Understand
24	a) Illustrate Valangai and Idangai caste system (or) b) Nagaram as a marketing and commercial center of Cholas-Define.	Illustrate	Apply
PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30			
25	a) Discuss the different types of sources in the Cholas period. (or) b) Explain the Cholas administrative system.	Discuss Explain	Understand
26	a) Briefly discuss on Rajendra Cholan's expansion of the empire (or) b) Write an essay of Art and Architectural features of the	Discuss	Understand

	Cholas.		
27	a) Describe the Cholas temple and its economic and social functions. (or) b) Discuss the trade and commercial activities of the Chola Empire	Describe	Skill

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST509	History of South India up to 1565 C. E	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Interpret the important sources and Socio-Political History of Tamils during the Sangam Age.	Remember
CO 2	Illustrate the growth of regional states in Deccan and Southern India.	Understand
CO 3	Demonstrate the role of Pallavas and Pandyas in the field of Political, Social and Economic history and Art and Architecture.	Understand
CO 4	Discuss the Cholas Political history, Formation of agrarian order and social changes, Trade and Architecture.	Analyze
CO 5	Define and explain imparting comprehensive historical knowledge pertaining to Vijayanagar.	Skill

b. Syllabus

Units	Content	Hrs.
I	Sources for the study of South Indian History - Epigraphic and Literary Sources, The Sangam Age- Tinai Concept. Cheras, Cholas, and Pandyas, Social life, Institutions, customs practices and beliefs, religious practices and views.	16
II	The Satavahanas, The Kadambas and The Gangas, The Chalukyas of Badami, The Rashtrakutas – The Hoysalas of Dwarasamudra, The Kakatiyas of Warangal.	16
III	The Pallavas of Kanchipuram - Political, Social and Economic history – Mahendravarman – Religion during the Pallava period- Contributions to art and architecture. Pandyas of Madurai - Contributions to art and architecture.	16
IV	The Cholas of Thanjavur: from Vijayalaya to Kulotunga III, Formation of the agrarian order and social change: Nadu, Valanadu, Chitrameli Periyannadu, Overseas Trade and Commercial activities of the Cholas. Chola Architecture- Thanjavur Brihadisvara temple and Gangaikondacholapuram.	16
V	Foundation of the Vijayanagara Empire: Nature of the state, Social and Economic history of the Vijayanagara period - Amaranayankara System Urbanization and the Monetary System International Trade. Reign of Sri Krishnadevaraya- art and architecture, literature - decline of Vijayanagara.	16
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Prepare different source material in South India. ✓ Report prepares on administrative system in South Indian regional 	

kingdoms.

- ✓ State and its strategies legitimation, landed groups and institutions and economic structures and activities.
- ✓ Report on Art and Architectures of South Indian Kingdoms.

Suggested Readings:

Abraham, Meera, *Two Trade Guide of Medieval South India*, New Delhi, 1986.

Brown, Percy, *Indian Architecture*, Bombay, 19

Champakalakshmi, R., “*Urban Processes in Early Medieval Tamil Nadu*” in *Situating Indian History*, S. Bhattacharya and R. Thapar, eds., New Delhi: Oxford University Press, 1988.

Champakalakshmi, R., *Ideology and Urbanization in South India, 1300-1800*, 1997.

Champakalakshmi, R., *Vaishnava Iconography in the Tamil Country*, New Delhi: Orient Longman, 1974.

Clothey, Fred., *The Many Faces of Murukan*, The Hague, 1978.

Dahejia, Vindhya, *The Slaves of the Lord: The Pattu of the Tamil Saints*, New Delhi: MunshiramManoharlal, 1988.

Davis, Richard, *Ritual in an Oscillating University*, New Jersey: Princeton University Press, 1993.

Dorai, Rangaswamy, *The Religion and Philosophy of the Tevaram*, Madras: Madras University Press, 1958.

Dumont, Louis, *Homo Heirarochicus*, New Delhi: Oxford University Press (reprint), 1978.

Dumont, Louis, *Religion, Politics and History in India*, The Hague, Muton, 19

Gonda, Jan, *Ancient Indian Kingship from Religious Point or View*, Leiden: E.J. Brill, 1966.

Gross, Francois, *Le Paripata: Texte Tamoul introduction, traduction, et note*, E’cole Française’ Extreme Orient, Pondicherry, 1965.

Heesterman, J.C., *The Inner Conflict of Traditions: Essays in Indian Ritual, Kingship and Society*, New Delhi: Oxford University Press, 1988.

Heitzman, James, “*Ritual Polity and Economy: The Transactional Network of an Imperial Temple in Medieval South India*” in *JESHO*, Vol. XXIV, pp.35-61.

Karashima, Noboru, *South Indian History and Society*, New Delhi: OUP, 1985.

Miller, Barbara Stoler, *Studies in Chola History and Administration*, Madras: Madras University Press, 1935.

Miller, Barbara Stoler, *The Power of Art, Patronage in Indian Culture*, New Delhi: Oxford University Press, 1955.

Minakshi, L, *Administration and Social Life under the Pallavas*, Madras. Pollock,

Raghotham, Venkata, “*Kingship, Politics and Memory in Early Medieval Tamil Country: A Study of the Furnerary Shrines of the Cholas in Sri*

	<p><i>Nagabhinardanam: History, Archaeology, Epiography and Conservation of Cultural Property of India and Neighbouring Countries</i>, L.K. Srinivasan and S. Nagaraju, eds., Bangalore, 1997.</p> <p>Rubies, Jean-Pau <i>Travel and Ethnology in the Renaissance: South India Through European Eyes</i>, Cambridge University Press, 2000.</p> <p>Shulman, David, <i>Tamil Temple Myths</i>, New Jersey: Princeton University Press, 1983.</p> <p>Shulman, David, <i>The King and Clown in South Indian Myth and Poetry</i>, New Jersey: Princeton University Press, 1985.</p> <p>Shulman, David, <i>The Songs of the Harsh Devotee</i>, California University Press, 1993.</p> <p>Spencer, George, <i>The Politics of Expansion: The Cholas in Sri Lanka and Sri Vijaya</i>, Madras: New Era Publications, 1983.</p> <p>Stein, Burton, <i>Essays on South India</i>, Honolu: University of Hawaii Press, 1978.</p> <p>Stein, Burton, <i>Peasant State and Society in Medieval South India</i>, New Delhi: Oxford University Press, 1980.</p> <p>Stein, Burton, <i>South Indian Temples: An Annalytical Reconsideration</i>, New Delhi, 1979.</p> <p>Stein, Burton. <i>Vijayanagara</i>, Cambridge University Press, 1989.</p> <p>Vergheese, Anila. <i>Hampi</i> Oxford University Press 2006.</p> <p>Vergheese, Anila <i>Art and Archaeology of Vijayanagara</i>, New Delhi: Oxford University Press, 2007.</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	2	3	1	3	1	2
CO2	3	3	3	3	3	2
CO3	3	2	3	1	3	0
CO4	2	2	1	3	2	2
CO5	1	1	1	1	2	0

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4

2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4
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i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	During the Sangam Age, Uraiyur was the capital city of the A. Pandyas B. Pallavas C. Chalukyas C. Cholas	Recognize	Remember
2	Mention the centre of the Roman trade during the Sangam Age. A. Madurai B. Arikamedu C. Poompuhari D. Musiri.	Recognize	Remember
3	Vesara style of architecture introduced by which kingdom? A. Chalukya Kingdom B. Pallava Kingdom C. Kadamba Kingdom D. Sathavahana Kingdom.	Recognize	Remember
4	Who was the founder of Hoysala dynasty? A. Ballala B. Yereyanga C. Nrupakama D. Sala	Recall	Remember
5	Which of the following famous temple of Dravidian style was built by the Pallava ruler Narasimhavarman? A. Mahabalipuram group B. Kailanatha Temple, Kanchi C. Shiva Temple, Thiruvadi D. Ukleshvar Temple, Kanchi	Recognize	Remember
6	In the Battle of Takkolam A. the Cholas defeated the Rashtrakutas B. the Rashtrakutas defeated the Cholas C. the combined forces of Cholas and Rashtrakutas defeated the Chalukyas D. the Chalukyas defeated the Rashtrakutas	Recognize	Remember
7	Who was the real founder of the Chola Kingdom? A. Aditya Cholan B. Vijayalaya Cholan C. Parantaka Cholan D. Kulottunga Cholan	Recall	Remember
8	Which inscription describe notable features of the administrative system under Parantaka Cholan? A. Arikamedu Inscription B. Ultramerur Inscription C. Chinnamanur Inscription D. Hatikumba Inscription	Recall	Remember
9	Chitrameli Periyannattar was an A. Agricultural organisation B. Administrative system	Identify	Remember

	C. Guild organisation	D. Army system			
10	Krishnadeva Raya was the ruler of the Vijayanagar Empire between A. AD 1485 and 1502 C. AD 1533 and 1545		B. AD 1509 and 1530 D. AD 1550 and 1565	Identify	Remember
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20				
21	o) Give an account of important epigraphic sources(or) p) Write a short note on the Tinai concept in the Sangam age			Cite Explain	Understand
22	a) Illustrate the history of the Rastrakutas (or) b) Discuss the expeditions of Pulikesin.			Differentiate Define	Understand
23	a) Contribution of Mahendravarman to art and architecture (or) b) Describe the rise of second Pandyan empire			Describe	Understand
24	p) Estimate the expeditions of Rajendra Chola (or) q) Illustrate Krishnadevara's Amaranayaka System.			Estimate Illustrate	Apply
	PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30				
25	a) Point out the important Epigraphic and Literary Sources of South India. (or) b). Discuss the political history of Rastrakutas and their expansion.			Explain	Analyze
26	a) Describe the Pallavas Political history, administration, art and architectural excellence (or) b) Explain how Chalukyas emerged as the imperial power in South India			Describe Explain	Understand
27	a) Explain the Political and Economic history of the Cholas. (or) b) Describe the different administration of the Vijayanagar Empire			Describe Explain	Skill

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST510	Historiography: Annales and Beyond	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	State the origin and essential characteristics of national histories and history of civilizations	Remember
CO 2	Extrapolate the ideas of historians belonging to the Annales School of historiography.	Understand
CO 3	Illustrate the memory of history and holocaust historiography	Apply
CO 4	Examine the ideas of Francis Fukuyama that are propagated in <i>The End of History</i>	Analyze
CO 5	Articulate total history	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrate, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	The Rise of National Histories – History of Civilizations - Spengler and Toynbee	16
II	The Annales School: The Pioneers -Marc Bloch-Lucien Febvre - The Emergence of the Annales as an alternative to National Histories-The Contribution of Fernand Braudel.	16

III	Memory and History; Lieux de Memoire -Holocaust Historiography.	16
IV	The End of History: Francis Fukuyama.	16
V	Total History	16
	Tasks and Assignments: : Students are required to submit the following: <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play 	
	References: Iggers, George. <i>Historiography in the Twentieth Century</i> , New York 1987. Burke, Peter. <i>The Annales</i> , Cambridge University Press, 1989 Lynn Hunt et al. <i>New Cultural History</i> , University of California Press, 1987. Le Goff. <i>History and Memory</i> , Chicago University Press, 1973 Braudel, Fernand. <i>On History</i> , University of Chicago Press, 1982. Fukuyama, Francis. <i>The End of History and the Last Man</i> , several editions. White, Hayden. <i>Mata history; Historical Imagination in the Nineteenth Century</i> , John Hopkins University Press, 1980.	

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	1
CO2	3	3	3	3	3	0
CO3	3	3	3	3	3	1
CO4	3	3	3	3	3	0
CO5	3	3	3	3	3	1

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B	10	10	-	-	-

(Short Answer - 5 x 4 = 20 marks)					
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference.	Contains title, introduction, discussion of main idea, conclusion	organizational tools are weak or missing	Poor structure	Not structure	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Comprehensive grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not presented	CO3, CO5

2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No logical communication	Not presented	CO3, CO5
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i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	Who was made the companion of Honour in 1953? A.Toynbee B. Trevelyan C. Charles A. Beard D.Acton	Recall	Remember
2	Name the author of <i>Decline of the West</i> A. Spengler B. Ranke C. Marx D. Bakunin	Recognize	Remember
3	The <i>Annales</i> School emerged with the foundation of the journal of <i>Annales d'histoire economique et sociale</i> in 1929 by A.Marc Bloch and Lucien Febvre B. Georges Duby C. Michelle Perrot D. Richard Wall	Recall	Remember
4	<i>Annales</i> was keen to create A.Partial History B. All History C. Total History D. End of History	Identify	Remember
5	The nineteenth century witnessed the emergence of several new disciplines A. Social and cultural anthropology B. Human geography C. Psychology D. None of the above	Recall	Remember
6	Lucien Febvre embarked upon the territories of mentalities in his essay A.'Sensibility and History' B. <i>The Royal Touch</i> C. <i>Centuries of Childhood</i> D. None of the above	Recall	Remember
7	Name the author of <i>The End of History</i> A. George Iggers B. Le Goff C. Hayden White D. Francis Fukuyama	Recall	Remember
8	According to Fukuyama, the liberal democracy is the A. End of History B. Final form of human government D. End point of mankind's ideological evolution D. All of the above	Recognize	Remember
9	Total history emphasizes on A.Entirety of sources B Fraction of sources C. Partialness of sources D. Incompleteness of sources	Recall	Remember
10	Who among the following is the author of <i>History and Memory</i> ? A.Jacques Le Goff B. Peter Burke C. Hayden White D. None of the above	Recognize	Remember
	PART – B Short Answer The answer should not exceed 200 words arks:5 x 4 = 20		
21	a) Describe the contributions of Spengler to the History of Civilizations (or)	Explain	Understand

	b) Describe the contributions to the History of Civilizations		
22	a) Outline the contributions of Marc Bloch to the Annales School (or) b) Summarize the major contributions of Lucien Febvre to the Annales School	Outline Summarize	Understand
23	a) Discuss the History of Civilizations (or) b) Restate the Rise of National Histories	Explain	Understand
24	a) Illustrate the emergence of the Annales as an alternative to National Histories (or) b) Identify the contributions of Fernand Braudel to the Annales School of History	Illustrate	Apply
PART – C Essay Answer			
The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) Examine the elements of continuity as enunciated in <i>History and Memory</i> (or) b) Analyse how past events shape the present	Examine Analyse	Analyse
26	a) Evaluate the concept of end of history (or) b) Assess the theoretical arguments of Francis Fukuyama	Evaluate Assess	Evaluate
27	a) Discuss the focuses of total history with examples (or) b) Elaborate the limitations of total history	Discuss Elaborate	Skill

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST512	Indian Art and Iconography	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Identify the primordial art of India and rock art sites and their themes.	Remember
CO 2	Examine the various performing arts and its manifestations in various literary texts and temples.	Analyze
CO 3	Understand the traits of Hindu iconography.	Understand
CO 4	Analyze the origin and style of Buddhist iconography.	Analyze
CO 5	Understand the features of Jain iconography.	Understand

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrast, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Primordial Art of India- Definition, History of Rock art study in India-Rock art sites in India- themes and subjects- Bhimbetka, DaraKi Chattan, Edakkal, Perumukkal-Art developments of Indus valley Civilization and Chalcolithic and Iron age cultures- clay, metal, Indus art- seals and sealing, terracotta figurines from Harappa, Mohenjadaro, Dholavira, Lothal, Rakhigarhi, Daimabad, Adichanallur, Naikund, Mangadu and Kodumanal	16
II	Performing Arts and Its manifestations in Stone; Manasara and Shilpa texts- Bharata muni's NatyaSastra- Iconographic terminology- Mudras and Asanas – Iconometry principles – Manifestations in stone – Sanchi and Amaravati stupa, Kailasanatha temple, Kanchipuram, Pattadakal temples, Kailasa temple, Ellora, Brihadeswara temple, Thanjavur, Nataraja temple, Chidambaram, Sun temple, Konarak, Khajuraho group of temples, Hoysaleswara temple, Halebidu,	16

	Kakatiya temple ,Hanamkonda, Jain temple, Dhilwara-Paintings –Ajantha, pallava, Pandya, Chola, Nayaka, Maratha , Kerala and Rajasthan	
III	Hindu Iconography:Iconography of major and minor gods and goddesses- Siva – Different forms – Iconography of Vishnu- Avatars – Forms of Brahma, Ganesa, Kartikeya, Iconography of Durga and other goddesses, Saptamatrika, Yoginis, Ashtadikpalas and Navagrihas-Demi gods and goddesses- Mithuna Shilpas, Kinnaras and Village deities.	16
IV	Buddhist Iconography- Origin of Buddha Image; Different Iconographic form; Manushi and Dhayani Buddhas –Bodhi Sattvas- Images –Tara and Hariti	16
V	Jaina Iconography; Origin and development of Jaina Images –Jaina Thirthankaras, Yakshis and Yakshinis- Ambika,Saraswathi and Kubera.	16
	<p>Tasks and Assignments:</p> <p>Each Student is required to submit the following:</p> <ul style="list-style-type: none"> • Prepare two assignments of different topics related to the course. • Do a PowerPoint presentation of any topic of their choice from the syllabus. • Actively participate in debates and group discussions of topics from syllabus <p>References:</p> <p>Agrawala, P.K.1994. Studies in Indian Iconography. Jaipur: Publication Scheme.</p> <p>Agrawala, Urmila. 1995. North Indian Temple Sculpture. New Delhi: Munshiram Manoharlal.</p> <p>Bakkar, Hans.1997. The Vakatakas an Essay in Hindu Iconology (Gonda Indological Series).Groningen:</p> <p>Egbert Forsten.1989. Buddhist Iconography. New Delhi: Tibet House.</p> <p>Banerjee, J.N.1974. Development of Hindu Iconography. New Delhi: MunshiramManoharlal.</p> <p>Bhattacharya, A.K.2010. Historical Development of Jaina Iconography (A comprehensivestudy), Delhi: Bharatiya Kala Prakashan.</p> <p>Bhattacharya, B. 1958.Indian Buddhist Iconography. Calcutta: K.L.Mukhopadhyaya.</p> <p>Bhattacharya, D. 1980. Iconology of Composite Images. New Delhi: MunshiramManoharlalPublications.</p> <p>Bruhn, Klaus 1963. Jina Images of Deogarh vol.I. Leiden: Brill.</p> <p>Champaklakshmi, R.1981. Vaishnava Iconography in the Tamil Country. Delhi: OrientLongman.</p> <p>Chawla, J.1990. The Rigvedic Deities and their Iconic Froms. New Delhi:MunshiramManoharlal.</p> <p>Czuma, Stanislaw.J.1985. Kushana sculpture: Images from early India. Ohio: The ClevelandMuseum.</p> <p>Dandwate P. P. 1995. "A Cultural Study of BrahmaricalSycretistic Icons" Pune: Ph.D. Thesis Submitted to University of Pune.</p> <p>Deglurkar, G.B. 2004. Portrayal of the Women in the Art and Literature of the Ancient Deccan. Jaipur: Publications Scheme.</p> <p>Deglurkar, G.B. 2007. VishnumurtiNamastubhyam. Sri Dwarkadhish Charities, Karnala,Raigad.</p> <p>Daheja, Vidya 1986. Yogini Cult and Temples. New Delhi: National Museum.</p>	

Desai, Devangana 1996. The Religious Imagery of Khajuraho. Mumbai: Project for the Indian Cultural Studies Publication.
Desai, Kalpana 1973. Iconography of Vishnu. New Delhi: Abhinav Publications.
Gopinath Rao, T.A. 1985. (2nd ed.) Elements of Hindu Iconography. Varanasi: Motilal Banarasidas.

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	2
CO2	3	3	2	3	2
CO3	3	3	3	3	3
CO4	3	2	1	3	3
CO5	3	2	3	3	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1

Total	8	8	8	8	8
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f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
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1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	The paintings in the Ajanta and Ellora caves are indicative of the development of art under the (A) Pallavas (B) Chalukyas (C) Pandyas (D) Rashtrakuta	explain	Understand
2	Madhubani painting is related to which state? a. UP b. Bihar c. kerala d. tamil nadu	explain	Understand
3	Which of the following places were emerged as important centres of Mathura School of art production? A. Sarnath and Kosambi B. Sanchi and Kosambi C. Sanchi and Sarnath D. Patliputra and Lumbin	explain	Understand
4	Which of the following is/are the types of Mathura School of art Sculpture? A. The Mathura School of Art, noted for its vitality and assimilative character, was a result of the religious zeal of Brahmanism, Jainism and Buddhism. B. Images of Vaishnava and Shaiva faiths are found at Mathura but Buddhist images are found in large numbers. C. Images of the Buddha, Yakshas, Yakshinis, Shaivite and Vaishnavite deities and portrait statues are profusely sculpted.	illustrate	Understand

	D. All of the above		
5	Which of the following statement (s) is/are related of the Gandhara School of Art? A. Artistic manifestation of Greco-Buddhism B. Artistic manifestation of Indo-Greek god C. Artistic manifestation of Jainism D. Artistic manifestation of Vaishnavism	explain	Understand
6	Which of the following material is used in Gandhara School of art? A. Grey Sandstone B. Red Sandstone C. Marble D. None of the above	explain	Understand
7	Which of the following hand gestures of Buddha depicted in the Gandhara Art? A. Abhaya mudra B. Dhyana mudra C. Dharmachakra mudra D. All of the above	illustrate	Understand
8	Which of the following material is used in Amaravati School of art? A. Grey Sandstone B. Red Sandstone C. White Marble D. None of the above	explain	Understand
9	Which of the following School of Art expressing auspiciousness and abundance of the lotus and the purnakumbha motifs? A. Mathura School of Art B. Gandhara School of Art C. Amravati School of Art D. Greco- Roman School of Art	explain	understand
10	Consider the following statement (s) is/are related to Mathura School of Art I. Artisans from Mathura initially continued the Mauryan sculptural forms of the Yaksha and Yakshi, until a human image of Buddha appeared, which was independent of other schools of art, but later influenced by the Gandhara School. II. The representations of the Buddha in Mathura, in central northern India, are generally dated slightly later than those of Gandhara. Which of the statement(s) given above is/are correct? A. I only B. II only C. Both I and II D. Neither I nor II	illustrate	understand
	PART – B Short Answer The answer should not exceed 200 words marks:5 x 4 = 20		
21	a. What is represented by mother goddess in Harappan	explain	Understand

	Civilisation? b. Discuss the changing attributes of ganesh in different poses and statues		
22	a) What are astadikpalas and what is their iconography represented? (or) b) Discuss pallava period iconography in Vaishnavism	explain	Understand
23	a) How is the iconography changing for the 10 avataras of Vishnu? (or) b) Discuss the terracotta figurines in iron age.	illustrate	Understand
24	a) Discuss the figurines with human and animal within one set/item. (or) b) Discuss how mudras can be part of iconography.	explain	Understand
PART – C Essay Answer The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) Discuss the characteristic features of Jain Tirthankara iconography with some examples. (or) b) Discuss the features of Buddhist iconography of mother goddess with some examples.	explain	Understand
26	a) Discuss the characteristic features of Hindu iconography with some examples. (or) b) How art features in Konark sun temple?	explain	Understand
27	a) What are the iconographic attributes of the different avataras of Vishnu? (or) b) Discuss the bodhisattva in paintings and statues in Indian art.	illustrate	Understand

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST513	Makers of Modern India	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Asses Western education and its impact in Indian	Asses
CO 2	Comprehending the social reforms and Intellectual change during the British period.	Understand
CO 3	Analyze the colonial resistant movement leaders.	Analyze
CO 4	Describe radical reform thinkers	Understand
CO 5	Explain the role of post-independent leaders.	Skill

b. Syllabus

Units	Content	Hrs.
I	Impact of English Education: Introduction of Western education and emergence of English educated Indian elite- Diversity of thinkers in colonial backdrop and their engagement with other nations in the world	16
II	Towards Modernity: Rammohan Roy and his reform initiatives -Swami Vivekananda and his humanism- Socio-religious reformers: Dayananad Saraswati, Kesav Chandra Sen and Ishwar Chandra Vidhyasagar- Jyotirao Phule: a crusader of mass education- Ahmad Khan as Muslim modernist- Contributions of Tarabai Shinde and Pandita Ramabai as women activists.	16
III	Critiquing Colonial Administration and Resistance to British Rule: Economic Nationalism: Dadabhai Naoroji-M.G. Ranade- G.K. Gokhale- Militant Nationalists Tilak and Sri Aurobindo (Ghosh), Home Rule Leaguer Annie Besant, Multiple Strategist M.K. Gandhi Communist M.N. Roy- Jinnah and his striving towards a separate nation for Muslims.	16
IV	Radical Social Reformers: B.R. Ambedkar and his revolt against Caste- Narayana Guru and SNDP- Iyothidasa Pandithar, Periyar E.V.R and Self Respect Movement.	16
V	Architects of post-independence India: Jawaharlal Nehru, Vallabhbai Patel, C. Rajagopalchariar, Jayaprakash Narayanan, E.M.S. Nambudripad, C.N. Annadurai Shyama Prasad Mukherjee, Ram Manohar Lohia and Lal Bahadu Sastri.	16
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ The ability to transfer their ideas effectively, both orally and in writing. ✓ Individual / Group Seminar presentations and Assignments on selected topics. 	

	<p>Suggested Readings: Sunil Khilnani, <i>India: A Cartography of Minds</i>, Penguin Random House Ramachandra Guha, <i>Makers of Modern India</i>, Viking, 2010 Rodrigues, <i>Essential Writings of B.R. Ambedkar</i>, OUP, 2002 Uma Chakravarti, <i>Re-writing History, Life and Times of Pandita Ramabai</i>, Zuban Books, 2014. Sarvepalli Gopal, <i>Biography of Nehru</i>, 3vols., Oxford, 2010. Amiya P. Sen, <i>The indispensable Vivekananda</i>, Orient BlackSwan, 2008. B.R. Nanda, <i>Road to Pakistan: Life and Times of Muhammad Ali Jinnah</i>, Routledge, 2013. Roderick Matthews, <i>Jinnah vs Gandhi</i>, Hatchet UK, 2012.</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	1	3	2	3	3	0
CO2	3	2	3	2	3	1
CO3	3	3	3	3	3	0
CO4	2	3	1	3	2	2
CO5	3	1	2	1	2	0

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
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Part – A: Objective Type			
Multiple choice			
10 x 1 = 10			
1	Which one of the following was the Magna Carta of western educational system in India? A. The Report of the Committee of Public Instruction, 1823 B. The Charter Act of 1833 C. Despatch of Sir Charles Wood, Secretary of State, 1854 D. The Report of the Hunter Commission	Recognize	Remember
2	Who was first Indian to visit European country for higher education? A. Mahatma Gandhi B. Dadhabai Naroji C. Rajaram Mohan Roy D. Rabindra Nath Tagore	Recognize	Remember
3	Who was edited the Sambad Kamudi newspaper? A. Bal Gangadhar Tilak B. Annie Besant C. Lala Lajpati Rai D. Ram Mohan Roy	Recall	Remember
4	When the Brahma Samaj was established? A. 1875 B. 1830 C. 1885 D. 1905	Recall	Remember
5	Who helped Lord Bentick to abolish ‘Sati’? A. Annie Besant B. Raja Rammohan Ray C. Swami Dayananda D. M.G.Ranade	Recognize	Remember
6	Who first coined the word Dalit for the scheduled castes? A. Dr.Ambedkar B. Mahatma Jothiba Phule C. Periyar D. Nehru	Recognize	Remember
7	<i>Kudiyarasu</i> newspaper was started by whom? A. Periyar B. C.N.Annadurai C. M.Karunanidhi D. .M.G.Ramachandran	Recall	Remember
8	Who was the last Chief Minister of Madras state? A. Periyar B. C.N.Annadurai C. M.Karunanidhi D.M.G.Ramachandran	Recall	Remember
9	Which Chief Minister of Tamilnadu received the Bharata Ratna award in 1954? A. Bagthavachalam B. Kamarajar C. Rajaji D. Omandur Ramasamy	Identify	Remember
10	Who was the first Home Minister of India? A. Guljari Lal Nanda B. Sardar Patel C. Jawahar Lal Nehru D. Govind Ballabh Pant	Recognize	Remember
PART – B Short Answer			
The answer should not exceed 200 words			
5 x 4 = 20			
21	q) Discuss the impact of western education in India (or) r) Why Raja Ramohan Ray was regarded as the pioneer of Indian Renaissance.	Discuss	Understand
22	a) Give an account of the contribution of swami Vivekananda to Indian Philosophy. (or) b) Discuss briefly the concept of total revolution of Jaya Prakash Narain.	Discuss	Understand
23	a) Critically evaluate the Dr.B.R.Ambedkar and his revolt against caste discrimination? (or) b) Give an account of the contribution of swami	Describe	Understand

	Vivekananda to Indian Philosophy.		
24	r) Why Raja Ramohan Ray was regarded as the pioneer of Indian Renaissance. (or) s) Illustrate Jawaharalal Nehru and his achievements	Illustrate	Analyze
PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30			
25	a) Discuss the Western education and emergence of English educated Indian elite. (or) b) Describe the achievements of swami Dayanand and Arya samaj	Discuss Describe	Analyze
26	a) Discuss the achievements of Rajaram Mohan Roy as the pioneer of the 19 th century Indian Renaissance. (or) b) Discuss the impact of media on Adolescents	Discuss	Understand
27	a) Explain the E.V.R.Periyar and their self-respect movement. (or) b) Describe the achievements of Sardar Vallabai Patel	Explain Describe	Understand

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST514	History of Labour Movement in Pre-Independent India	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	State the emergence of the British enterprises, condition of factory workers, and impact of Swadeshi movement on labours	Remember
CO 2	Explain the foundations of workers' unions and workers' strikes	Understand
CO 3	Illustrate legislative measures and their impact on workers	Apply
CO 4	Examine the participation of labour in the nationalist movement	Analyze
CO 5	Articulate the communists led labour movement	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrate, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Context: British Enterprises and Emergence of Industrial Labour-Condition and Composition of Factory Labour at the turn of the twentieth century- Impact of Swadeshi Movement on Labour- Bombay Mill Workers' Agitations -Coral Mill Strike in Thoothukudi- Impact of First World War and the Russian Revolution- International Labour Organization (1919)	16
II	Foundation of Madras Labour Union: First organized Working Class	16

	Movement headed by B.P. Wadia (1918)- Railway Workers' Unions - Buckingham Carnatic Mill Workers' Strike, All India Trade Union Congress (1920)- Lalalajpat Rai, Chamanlal, S.A. Dange.	
III	Legislative Measures Adopted: The Workmen's Compensation Act, 1923-The Indian Trade Union Act, 1926- Strike in Burma Oil Company, 1927 -Employees' strike in South Indian Railway, 1928-The Trade Disputes Act, 1929.	16
IV	Labour in Indian National Movement- Great Depression and its Impact on Working Class- Strike in Madras and Southern Mahratta Railway, 1932-33- Strikes in Coimbatore Textile Mills during Congress rule, 1937-39.	16
V	Labour movement led by Communists in the 1940s- Split in the AITUC- Birth of Indian National Trade Union Congress (1946).	16
	<p>Tasks and Assignments: : Students are required to submit the following:</p> <ul style="list-style-type: none"> ➤ Select a topic and critically evaluate it. Based on that write an assignment for about 2000 words ➤ Select any one of the topics and perform a role play ➤ Interact and observe with five persons working in factories or industries and write a report about your understanding of working condition 	
	<p>References:</p> <p>Leon Trotsky, On the Trade Unions, 1975.</p> <p>Leo Huberman, Man's Worldly Goods, People's Publishing House, 1989(Reprint)</p> <p>Sukomal Sen, Working Class in India: History of Emergence and Movement, 1830-1970, K.P. Bakshi, 1977.</p> <p>Eamon Murphy, Unions in Conflict: A Comparative Study of Four South Indian Textile Centres 1918-1939.</p> <p>Bipan Chandra, India's Struggle for Independence, Penguin.</p> <p>M.K. Mast, Trade Union Movement in Indian Railways, Meenakshi Prakashan, 1969.</p> <p>B. Shiva Rao. Industrial Worker in India, G. Allen and Unwin, 1939.</p> <p>V.V. Giri, Labour Problems in Indian Industry, Asia Publishing House, 1972.</p> <p>C.S. Krishna, Labour Movement in Tamilnadu, K.P. Bakshi & Company, 1988</p> <p>D. Veeraghavan, The Making of the Madras Working Class, LeftWord, 2013.</p>	

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	3	0
CO2	3	3	3	3	3	2
CO3	3	3	3	2	3	3
CO4	3	3	3	3	3	2
CO5	3	3	3	3	2	0

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	3	3	-	-	3
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Concepts are clear, critically viewed, supported with specific historical facts and illustration	Concepts are clear, critically viewed, and supported with historical facts.	Concepts are clear but not critically viewed and supported with facts	Content is not good enough	Not submitted	CO1, CO2, CO4
2	Structure 50%	Contains title, introduction, discussion of the main idea, Conclusion and reference.	Contains title, introduction, discussion of main idea, conclusion.	Poor structure	No structure	Not submitted	CO1, CO2, CO4

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
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1	Critical views and Objective understanding 50%	Sound critical thinking and grasp of historical facts and concepts	Comprehensive grasp of historical facts and concepts	Significant grasp of historical facts and concepts	Minimum comprehension of historical facts and concepts	Not presented	CO3, CO5
2	Presentation 50%	Good communication with logical reasoning, sequential presentation, and references	Communication with logical reasoning and sequential presentation	Mere communication	No logical communication	Not presented	CO3, CO5

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	The formal proclamation of Swadeshi Movement was made on A. August 7, 1905 B. August 8, 1905 C. August 9, 1905 C. August 10, 1905	Recall	Remember
2	Who among the following was an Indian representative in ILO in 1919? A. N. M. Joshi B. B. P. Wadia C. S. A. Dange D. S. V. Ghate	Recognize	Remember
3	Madras Labour Union was founded in A, 1918 B. 1919 C. 1920 D. 1921	Recall	Remember
4	The first president of All India Trade Union Congress was A. Lala Lajpat Rai B. N. M. Joshi C. V. V. Giri D. M. N. Roy	Recall	Remember
5	Which of the following Act is the only legal frame work for the trade unions? A. Trade Unions Act of 1926 B. The Trade Disputes Act of 1929 C. The Workmen's Compensation Act of 1923 D. All of the above	Recall	Remember
6	The Workmen's Compensation Act of 1923 was put into force on A. July 1, 1924 B. July 2, 1924 C. July 3, 1924 D. July 4, 1924	Recall	Remember
7	Who among the following was the Chairman of the Royal Commission on labour? A. J. H. Whitely B. N. M. Joshi C. Dewan Chaman Lal D. None of the above	Recognize	Remember
8	The Meerut Conspiracy Case was initiated in A. March 1929 B. April 1929 C. May 1930 D. June 1931	Recall	Remember

9	Identify the reason for the split of AITU at Nagpur session in 1929 A. Domination of Communists B. Hardcore communist walked out C. Socialist left it D. None of the above	Identify	Remember
10	When was Indian National Trade Union Congress founded A. 3 May 1947 B. 4 May 1947 C. 5 May 1947 D. 6 May 1947	Recall	Remember
PART – B Short Answer The answer should not exceed 200 words marks: 5 x 4 = 20			
21	a) Describe the growth of the British enterprises in India (or) b) Describe the condition and composition of factory labour at the turn of the twentieth century	Explain	Understand
22	a) Outline the impact of Swadeshi Movement on Labour (or) b) Explain the objective of International Labour Organisation	Interpret	Understand
23	a) Discuss the functions of All India Trade Union Congress (or) b) Illustrate the foundation of Madras Labour Union	Explain	Understand
24	a) Identify the nature of works that was carried out by the Railway Workers' Unions (or) b) Relate the poor working conditions and low wages to Buckingham Carnatic Mill Workers' Strike	Illustrate	Apply
PART – C Essay Answer The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) Analyze the provisions of the Trade Disputes Act of 1929 (or) b) Examine the provisions of the Workmen's Compensation Act of 1923	Analyze Examine	Analyze
26	a) Assess the impact of Great Depression on working class (or) b) Evaluate the role of labour in the Indian Nationalist Movement	Assess Evaluate	Evaluate
27	a) Compile the services that had provided by the Indian National Trade Union Congress to the Indian workers (or) b) Construct the nature of communist led labour movement in 1940s	Compile Construct	Create

SEMESTER - I					
Course Code	Course Name	L	T	P	Credits
HIST516	An outline of the history of India from the earliest times to c.700 BCE.	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Identify the history and culture of Indian Subcontinent from the earliest times to c.700 BCE.	Remember

CO 2	Differentiate and locate the continuity and transition of Indian culture and history over different periods.	Understand
CO 3	Use the understanding of one's own past and contribute to the society.	Apply
CO 4	Examine various sources to understand the historical periods.	Analyze
CO 5	Students will have a fair idea about various aspects of history of India from its origin to c.700 BCE.	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrast, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Survey of sources and approaches to ancient Indian history: archaeology, literature and oral traditions, epigraphy, numismatics, art and architecture.	16
II	Prehistoric period (Palaeolithic, Mesolithic, and Neolithic Cultures)	16
III	Harappan Civilization: Origin, distribution and morphology of major sites (Mohenjodaro, Harappa, Kalibangan, Lothal, Dholavira, Kanmer, Rangpur, Bhirrhana, Ropar,), agrarian base, craft production, trade and commerce, religious beliefs and practices, art, architecture and script. The problem of urban decline and late Harappan Cultures.	16
IV	Vedic civilization/culture and related debates - on original Home of the Aryans; Society, Polity, Culture and religion of Rig Vedic and Later Vedic Period.	16
V	Transition from agro-pastoral economy to mainstream agrarian economy and the role of Iron Age in it. Effects on society, economy, polity and religion during second urbanisation.	16
	Tasks and Assignments: Each Student is required to submit the following:	

	<ul style="list-style-type: none"> • Prepare two assignments of different topics related to the course. • Do a PowerPoint presentation of any topic of their choice from the syllabus. • Actively participate in debates and group discussions of topics from syllabus <p>References:</p> <ul style="list-style-type: none"> • Allchin, B. & F.R. Rise of Civilization in India and Pakistan, Foundation Bks, Delhi, 1999. • Chakravarti, R. Exploring Early India upto c. AD 1300, Delhi, 2016 • Habib, I and F. Habib Atlas of Ancient Indian History, Delhi, 2012 • Kosambi, D.D. The Culture and Civilization of Ancient India in Historical Outline, Routledge & Kegan Paul, London, 1965. • Majumdar, R.C. et al. The Age of Imperial Unity, Bharatiya Vidya Bhavan, Mumbai, 1971. • Ratnagar, S Understanding Harappa, Tulika, New Delhi, 2001. • Raychaudhuri, H.C. The Political History of Ancient India, rev.ed., University of Calcutta, Delhi, 1996 • Sharma, R.S. Material Culture and Social Formation in Ancient India, Macmillan, Delhi, 1983 • Singh, Upinder A History of Ancient and Early Medieval India (From the Stone age to the 12th Century), Pearson Education, Delhi, 2009. • Wheeler, M. The Indus Civilization, University. Pr., Cambridge, 1968. • Allchin, B and F.R. :Origins of a Civilization: the Prehistory and Early Archaeology of South Asia, Viking, New Delhi, 1997. • Basham, A.L.: The Wonder that was India, Rupa, Mumbai, 1971. • Jain, V.K. Pre and Protohistory of India: an appraisal, D.K. Print World, New Delhi, 2009 • Jha, D.N. and Shrivastava, K.M. Prachin Bharat Ka Itihas, Karyanvaya Nideshalay, Delhi University, Delhi, 2009. • Kosambi, D.D.: Introduction to the Study of Indian History, Popular Book Depot, Bombay, 1956. • Lal, B.B. and Gupta, S.P. ed.: Frontiers of the Indus Civilization, Books & Books, New Delhi, 1984 	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	2	3	2	3
CO2	3	3	2	3	1
CO3	3	3	3	2	3
CO4	3	3	2	1	3
CO5	3	3	3	2	1

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO5

2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5
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h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	The earliest evidence of rice cultivation comes from which among the following valleys? a. ganga valley b. belan valley c. bolan valley d. gomal valley	explain	Understand
2	Who among the following is known as father of Indian Pre-History? a. robert bruce foote b. sir william jones c. james princep	explain	Understand

	d. mortimer wheeler		
3	Which among the following was the main occupation of Palaeolithic (Old stone) people? a. agriculture b. hunting c. domestication of animals d. fishing	illustrate	Understand
4	At which of the following sites, all the Paleolithic, Mesolithic and Neolithic sites have been found in sequence? a. belan valley b. kurnool c. burzoham d. gufkral	describe	Understand
5	The excavations of Harappa and Mohenjo-daro were carried out by the then Director General of Archaeological Survey of India, whose name was a. John Hubert Marshall b. John Galt c. Herbert Simon d. Sean Gilbert Marshall	explain	Understand
6	Harappa was located on the banks of the river a. Ganga b. Sutlej c. Ravi d. Kosi	explain	Understand
7	Which is the biggest Harappan Civilization site a. Ropar b. Lothal c. Kalibangan d. Rakhigarhi	illustrate	understand
8	Which of the following is known as the ‘Lancashire of India’ a. Lothal b. Ropar c. Chanhudaro d. Kalibangan	describe	understand
9	Which of the following is the only Indus city without a citadle a. Chanhudaro b. Kalibangan c. Ropar d. Surkotada	explain	understnad
10	Which site provides the first actual remains of horse bones a. Surkotada b. Ropar c. Kalibangan	explain	understand

	d. Bhirrana		
	PART – B Short Answer The answer should not exceed 200 words Marks:5 x 4 = 20		
21	a)What is Iron age economy? (or) b)What is Bagor famous for ?	explain	understand
22	a) Discuss the Harappan trade. (or) b)What is the Rig Vedic polity, discuss.	explain	understand
23	a) Discuss the debate of Harappan decline. (or) b)Which is the Chalcolithic culture of anarta? discuss its evidence	illustrate	understand
24	a)What is agrarian base of Harappan civilisation? (or) b)What do you understand by urbanisation of Iron age?	describe	understand
	PART – C Essay Answer The answer should not exceed 400 words Marks: 3 x 10 = 30		
25	a) What is Harappan Civilization? Examine the concept and characteristics. (or) b)Discuss the Aryan debate and its utility if any.	explain	understand
26	a) How oral tradition is an important source of writing history. (or) b)What is the population and food surplus debate for second urbanisation?	explain	understand
27	a)Discuss the transition of copper age to iron age. (or) b)What could be the reasons that some Mesolithic sites never witnessed Neolithic age?	illustrate	understand

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST517	An Outline of the History of India from circa 300 AD. to 650 CE	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Identify the causes for origin, growth and decline of Imperial Gupta empire in India.	Remember
CO 2	Examine the origin of Maukharis and their relation with later Guptas.	Analyze
CO 3	Understand the origin of Pushyabhutis and their relation with later guptas.	Understand
CO 4	Examine the origin of Chalukya dynasty and vakatakas.	Analyze
CO 5	Various theories and debates on feudalism and changes in socio-economic and political changes.	Understand

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrate, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	The Imperial Guptas: Origin and original home of the Gupta dynasty, Chandragupta I, Samudragupta, Kacha debate, historicity of Ramagupta, Chandragupta II, Govindagupta, Kumaragupta, place of Ghatotkachagupta, Skandagupta and his successors; the Hephthalite and the Alchons, decline and downfall of the Imperial Guptas; question of the Golden age of Guptas	16
II	Maukharis and Later Guptas Origin of Maukharis, Imperial Maukharis of Kanauj; original home of Later Guptas, the family of Krishnagupta, Maukhari- Later Gupta relations.	16
III	Pushyabhutis and Chalukyas Origin of Pushyabhutis, Prabhakaravardhana, Rajyavardhana , Accession of Harshavardhana, achievements of Harshavardhana and extent of his empire;	16
IV	: Origin of the Chalukyas, Chalukyas of Badami, Vengi and Kalyani.The Vakatakas.	16
V	The changes in socio-economic and political conditions and the debates on feudalism	16
<p>Tasks and Assignments:</p> <p>Each Student is required to submit the following:</p> <ul style="list-style-type: none"> • Prepare two assignments of different topics related to the course. • Do a PowerPoint presentation of any topic of their choice from the syllabus. • Actively participate in debates and group discussions of topics from syllabus <p>References:</p> <p>Agrawal, Ashvini.Rise and Fall of the Imperial Guptas, Motilal Banarsidass, Delhi, 1989.</p> <p>Altekar,A.S. and Majumdar, R.C. The Vakataka-Gupta Age, rpt., , Motilal Banarsidass, Delhi, 1967.</p> <p>Banerji, R.D.The Age of the Imperial Guptas, Banaras Hindu University, Banaras, 1933.</p> <p>Chakrabarti, D.K. & Lal,M.eds History of Ancient India Vol IV: Political History and Administration (c.200 BC-AD 750), Vivekananda International Foundation in association with Aryan Books International, New Delhi, 2014.</p> <p>Chakrabarti, D.K. & Lal, M. eds. History of Ancient India Vol V: Political History and Administration (c. AD 750-1300), Vivekananda International Foundation in assc.with Aryan Books International, New Delhi, 2014</p> <p>Devahuti,D. Harsha- A Political Study, Oxford University Press, New Delhi, 1983</p> <p>Devahuti, D.The Unknown Hsuan-tsang, Oxford University Press, New Delhi, 2001.</p> <p>Ganguly, D.K. The Imperial Guptas and their Times, Abhinav Publications, New Delhi, 1987</p> <p>Gupta P.L. The Imperial Guptas, 2 Vols. Vishwavidyalaya Prakashan, Varanasi, 1974.</p> <p>Kumar, S. Treasures of the Gupta Empire, The Shivlee Trust, USA, 2017</p>		

<p>Majumdar, R.C. & Dasgupta, K.K. eds, The Comprehensive History of India, Vol. III, Pt. 1, People's Publishing House, Delhi 1981</p> <p>Majumdar, R.C. and Pusalkar, A.D. eds. The Classical Age, Vol. III, Bhartiya Vidya Bhavan, Bombay, 1970.</p> <p>Mookerji, R.K. The Gupta Empire, rpt., Motilal Banarsidass, Delhi, 2007.</p> <p>Mookerji, R.K. Harsha, 3rd ed., Orient Book Distributors, Delhi, 1965.</p> <p>Ojha, N.K. The Aulikaras of Central India: History and Inscriptions, Arun Publishing House, Chandigarh, 2001.</p> <p>Raychaudhuri, H.C. Political History of Ancient India, Cosmo Publications, Calcutta, 1954, 2006</p> <p>Sharma, B.N. Harsha and his Times, Sushma Prakashan, Varanasi, 1970.</p> <p>Sharma, T.R. A Political History of the Imperial Guptas, Concept Publishing Company, New Delhi, 1989</p> <p>Singh, Upinder A History of Ancient and Early Medieval India (From the Stone age to the 12th Century), Pearson Education, Delhi, 2009.</p> <p>Thakur, Upendra The Hunas in India, Chaukhamba Sanakrit, Varanasi, 1967.</p> <p>Thaplyal, K.K. Inscriptions of the Later Guptas, Maukharis Pushyabhutis and Yasovarman of Kanauj, Indian Council of Historical Research, Delhi, 1985</p> <p>Thaplyal, K.K. The Imperial Guptas, Aryan Books International, New Delhi, 2012</p> <p>Tripathi, R.S. History of Kanauj, rpt., Motilal Banarsidass, Delhi, 1964, 1989</p>
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	1	3	2	3
CO3	3	2	3	3	2
CO4	3	2	2	3	1
CO5	2	3	2	1	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
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1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	Who was the founder of the Gupta Dynasty A) Samudragupta B) Kumaragupta C) Skandagupta D) Srigupta	explain	understand
2	Who has been complimented as the ‘Indian Napoleon’ by the historian VA Smith A) Samudragupta B) Srigupta C) Skandagupta D) Kumaragupta	explain	understand
3	Fa-Hein, the Chinese Buddhist Monk, visited India during the reign of which ruler A) Srigupta B) Ghatotkach Gupta C) Samudragupta D) Chandragupta II	illustrate	understand
4	Who is the author of Abhigyan Shakuntalam A) Varahamihira B) Vagabhata C) Kalidasa D) Aryabhata	describe	understand
5	Who invaded the Gupta Empire during the reign of	illustrate	understand

	Kumaragupta? A. Eastern Hunas B. Black Huns C. White Hunas D. Red Hunas		
6	Who among the following Pushyabhutis ruler assumed the title of Parambhattaraka Maharajadhiraja? A. Harshavardhana B. Bhatarka C. Sasanka D. Prabhakarvardhan	Identify	understand
7	The Chinese traveller Hiuen Tsang visited India during the period of which Indian emperor? A. Harsha B. Pulakesin II C. Narasimhavarman D. Sarvavarman	explain	understand
8	Who was the founder of Chalukya Dynasty ? a. vishnuvardhan b. pulakesin I c. Kirtivarman I d. Pulakesin II	explain	understand
9	Who was the author of Aihole Inscription ? A. ravikirti B. hieun tsang C. bharavi D. dandin	illustrate	understand
10	Who among the following Chalukyan king sent an ambassador to Persian king Khusrau II ? a. vishnuvardhan b. pulakesin I c. Kirtivarman I d. Pulakesin II	describe	understand
	PART – B Short Answer The answer should not exceed 200 words marks:5 x 4 = 20		
21	a)How does samudragupta’s epigraphic evidence relate to his numismatic source. (or) b)Discuss the copper plate grants of Pushyabhutis.	explain	understand
22	a) Examine the rise of Later Guptas (or) b)What can be said about identification of Chandra of Mehrauli Pillar?	explain	understand
23	a) Briefly examine the role of Alchons in late historic period of Indian history. (or) b)Why was Rajyawardhana’s reign a short one?	illustrate	understand
24	a)What does I-tsing’s journal tell us about the Gupta kings	describe	understand

	(or) b)How were the relations of Vakatakas and Guptas before Kumargupta?		
PART – C Essay Answer			
The answer should not exceed 400 words		Marks: 3 x 10 =	
30			
25	a)Discuss the effect of feudalism on political administration during the Gupta period (or) b)Discuss the characteristics of Indian feudalism with examples from the land grants	explain	understand
26	a) Examine the multiple difficulties faced by Skandagupta that could be held responsible for the decline of the Guptas. (or) b)Discuss the origin of Chalukyas.	explain	understand
27	a)Give the political account of conflict of Pushyabhutis with Gaur kingdom. (or) b)Discuss the debate surrounding Ramagupta	illustrate	understand

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST518	History of India from 1206 C.E- 1526 C.E.	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Understanding of secular scientific approach towards Indian History with the help of primary sources	Remember
CO 2	Explain socio-political and economy of the Delhi Sultanate under two Imperialist Dynasties of the Fourteenth Century.	Understand
CO 3	Elaborate on Political history of Slave dynasty and Ilbari dynasty rulers and their expedition to North India.	Understand
CO 4	Analyze the Administrative Reforms, Fiscal Policy and Revenue Reforms, Price Control and Market Regulations of Khalji Imperialism and fall of the empire.	Analyze
CO 5	Understand innovative projects under the Tughlaqs and its consequences of Tughlaq and Lodhi dynasty.	Understand

b. Syllabus

Units	Content	Hrs.
I	Sources of studying Delhi Sultanate: Contemporary writers and their works- Chahnama, Alberuni, Utbi, Abul Fazl, Baihaqi, Hasan Nizami, Minhajus, Siraj, Amir Khusrau, Ziaud din Barani, Firoze Tughluq's Autobiography, Yahya bin Ahmad Sirhindi Khwaja, Abduliah malik Isami, Mir Khwand, Khondamir.	12
II	The political conditions in India on the eve of Muslim invasion: Critical evaluation of the communal interpretations of the early period, State: Theocratic benevolence, Theocratic nonbenevolence and Muslim invasions, Arab conquest of Sindh and Multan, Ghazi and Ghori invasions.	13
III	The slave dynasty: Qutubud din Aibek, Early career of Aibek, Accession to the Throne, Aibek as a ruler. The Shamsi or the First Ilbari Dynasty : Shamsud din Iltumish - Real founder of the Delhi sultanate Liquidation of Tajuddin Yaloz, Defeat of Nasrudin Qubacha, Mongol on the North western frontier, Reconquest of Multan and Sind, Reconquest of Bihar and Bengal, Conflict with the Rajput,(an Estimate), Succession of Iltumish: The Turkish power-Politics and problem of Succession-The rule of the forty-Ruknud din Firoze - Razia Begam- Behram Shah – Alaud din Masudshah- Nasirud din Mahmud-Balban as Nasrudin's Minister Achievement of Balbal as minister, The Second Ilbari Dynasty: Ghiasud din Balban-Early Difficulties-Reorganisation of Army-Restoration of Law and Order-Balban's Theory of Kingship- Liquidation of the Forty-Suppression of revolts in Bengal-Defence of north western frontier – (an Estimate)- Balban's Successors.	14
IV	Khalji Imperialism- Jalalud din Firoze Khalji: The Khalji Revolution- Early career of Jalalud din Khalji-Domestic policy-Execution of Siddi Maula, Encounter with the Mongols Campaign against Rajputs – Alaud	15

	<p>din's Expedition-Murder of Jalalud din Khalji, Qutb al din Mubarak, an Estimate, Alaud din Khalji: Liquidation of the Jalal Family-Alauddin as an Autocrat: Aim and Conquest of the Deccan-Encounter with the Mongols, Government under Alaud din khalji: Administrative Reforms, Fiscal Policy and Revenue Reforms, Price Control and Market Regulations (and estimate of Alaud din Khalji), End of the Khalji Dynasty.</p>	
V	<p>Tughluq Dynasty- Ghiasud din Tughluq Shah: Domestic policy, Foreign Policy, an Estimate of Muhammad bin Tughluq: The Mongol invasion early revolts Transfer of the capital, Introduction Token Currency, The proposed Khurasan Expedition, The Qarachil Expedition Revenue system, Taxation in the doab, Rebellions and general Uprising against the rule of Muhammad bin Tughluq an Estimate, Firozsha Tughlaq: The elected Sultan, nature of his rule, Khan I Jahan Maqbul, The Prime Minister, The Domestic policy, Administrative reforms and Public Welfare Activities, Foreign policy and Defence, Decline and Disintegration of the Sultanate-The Later Tughlaq's: Invasion of Amir Timur, The Sayyads, The Lodhis First Afghan Dynasty of Delhi- Bahlol Lodhi, Sikander Lodhi, Ibrahim Lodhi-Causes for the downfall of Lodhi empire.</p>	15
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Prepare literary sources of Delhi Sultanate. ✓ Comparative discussion on administrative reforms, Market reforms. ✓ Nature of the State and its strategies legitimation, landed groups and institutions and economic structures and activities. ✓ Report prepares on innovative project. <p>Suggested Readings:</p> <p>Andre Wink: <i>Al-Hind, the making of Indo-Islamic World</i>, vols. –II & III.</p> <p>Dink H.L.K.Holff Ali Athar : <i>Military Technology and Warfare in the Sultanate of Delhi</i>, New Delhi, 2006.</p> <p>--do--: <i>History and Historians of Medieval India</i>.</p> <p>I.H. Siddiqui: <i>Composite Culture under the Sultanate of Delhi</i>.</p> <p>I.H. Siddiqui: <i>Perso-Arabic sources on the Life and Conditions in the Sultanate of Delhi</i>.</p> <p>J.L.Mehta: <i>Advanced Study in Medieval India Vol I and II</i>.</p> <p>Jos. J.L. Gommans &: <i>Warfare and Weapon in South Asia 1000-1800</i>.</p> <p>K.A. Nizami (ed.): <i>Politics and Society during the Early Medieval Period. Collected works of Prof. Md. Habib, Vol. I, 1974</i></p> <p>K.A.Nizami : <i>Some Aspects of Religion and Politics in India during the 13th Century</i>, Aligarh, 1961.</p> <p>M. Habibullah: <i>The Foundation of Muslim Rule in India</i>, Allahabad, 1961.</p> <p>M.Habib &K.A.Nizami : <i>Comprehensive History of India, Vol. V</i>.</p>	

	<p>Mohammad Habib: <i>Introduction to Elliot & Dowson, History of India, Vol. II</i>, (Aligarh reprint).</p> <p>Nelson Wright: <i>Coinage and metrology of the Sultans of Delhi</i></p> <p>Peter Jackson: <i>The Delhi Sultanate – A Political and Military History</i>.</p> <p>R.P.Tripathi : <i>Some Aspects of Muslim Administration, Allahabad, 1974</i>, Esp. Chapter I,II, & III.</p> <p>Ram Sharan Sharma: <i>Indian Feudalism, 300-1200</i>, Calcutta, 1965 (Esp.Chapter V, VI and VII).</p> <p>Sathish Chandra: <i>A History of Medieval India</i> Simon Digby: <i>War Horse and Elephant in the Delhi Sultanate: A Study of Military Supplies</i>, Karachi, 1971.</p> <p>Sunil Kumar: <i>The Emergence of the Delhi Sultanate</i>, 2007.</p> <p>T.R. Chaudhuri &: <i>Cambridge Economic History of India Vol. I</i>. Irfan Habib (ed.) W. Barthold: <i>Turkestan Down to the Mongol Invasion</i>, London, 1968 (relevant portions only, esp. from Chapters II & III).</p> <p>W.H. Moreland: <i>Agrarian system of Moslem India</i>.</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	2	1	3	1	3
CO2	2	3	2	1	3	0
CO3	3	2	3	1	3	0
CO4	2	2	1	3	0	2
CO5	1	1	1	1	2	0

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C	-	-	10	10	10

(Essay- 3 x 10 = 30 marks)										
Total						12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	With which dynasty did Indian Muslims start entering into positions of power? A. Tughluqs B. Ibaris C. Khaljis D. Sayyids	Recognize	Remember
2	Which Sultan received a robe of honour from the caliph? A. Iltutmish B. Qutub-ud-din Aibak C. Balban D Ala-ud-din Khalji	Recall	Remember
3	Which tax was not permitted by the shariat? A. Agriculture tax B. Tax on non-Muslims C. Commercial tax D. Marriage tax	Identify	Remember
4	How did Muhammad Tughluq die? A. Killed in a battle B. Killed by conspirators C. Died of fever D Died while playing chaugan	Recognize	Remember
5	How many jitals made up a tanka? A. 44 B. 40 C. 48 C.46	Recognize	Remember
6	Diwan-i-kohi, created by Muhammad Tughluq, looked after A. revenue collection B agriculture C public welfare D crown land	Identify	Remember
7	Who was the first Sultan to pay soldiers in cash instead of through iqtas? A. Iltutmish B Balban C Muhammad Tughluq D Ala-ud-din Khalji	Recall	Remember
8	What was kharaj? A A tribute B Booty C. Land tax D. Gift	Recall	Remember
9	Which Tughluq fled from Delhi when Timur captured it? A. Ghiyas-ud-din II B Abu Bakr C. Nasir-ud-din Mahmud D. Muhammad Firoz	Recognize	Remember
10	Under whose reign did diwan-i-arz become a separate department? A. Iltutmish B Ala-ud-din Khalji C. Muhammad Tughluq D Balban	Recognize	Remember
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20		
21	s) Illustrate the literary sources of Delhi sultanate (or) t) Discuss Arab conquest of Sindh	Illustrate Discuss	Understand
22	a) Sultana Razzia (or) b) Discuss Balban's blood and iron policy	Discuss	Understand
23	a) Bahlol Lodhi (or) b) Firuz Tuglaq's administrative reforms.	Define	Understand
24	a) Decline of Delhi sultanate (or) b). Early career of Jalalud din Khalji and his Domestic policy.	Analyze	Apply
	PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30		
25	a) Describe the line of Slave dynasty (or)	Describe	Analyze

	b) Critically define administrative reforms and Public Welfare activities of Tughlaq dynasty.		
26	a) Critically analyse Alaudin Khalji's South Indian expeditions (or) b) Critically evaluate Revenue Reforms and Market Regulations of the Khalji Dynasty.	Explain Discuss	Understand
27	a) Briefly explain Socio-Political and economic condition of Delhi sultanate (or) b) Asses rise and fall of the Lodhi dynasty.	Explain Assess	Skill

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST519	EARLY HISTORICAL ARCHAEOLOGY OF INDIA	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Describe the characteristics of the people Stone Age	Remember
CO 2	Discuss the conditions of state and economy of the Egyptian civilization.	Analyze
CO 3	State the rise and growth of Mahajan padas in Ancient India	Understand
CO 4	Enumerate the achievements of Roman Empire with special reference to Trade with India	Analyze
CO 5	Illustrate the administration system and economy of Mouryas.	Skill

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember- Bring out the main features	Derive, identify, Define, Recognize
Understand –develop a comprehension	Interpret, locate, cite, examples, define in lucid world
Apply- start innovative knowledge	Employ, illustrate, enumerate, sum up
Analyze- describe facts with supporting evidences	Examine, compare differentiate, distinguish
Evaluate-arrive at a conclusion with value judgment	Inference, predict, appraise
Create- began creativity by combining facts	Construct, develop, organize, formulate
Skill	Verify, arrive ar a conclusion creativity

b. Syllabus

Units	Content	Hrs.
I	<ol style="list-style-type: none"> 1. Relationship of Archaeology with History 2. Northern Black Polished Ware Culture : extent, chronology and Characteristics 3. Historical Urbanization 4. Significance of Pottery 	16
II	<ol style="list-style-type: none"> 1. Assessing the beginning and consequences of the use of Iron in India. 2. Iron Age Settlement of North India. 3. Megalithic Culture: Deccan and Peninsular India. <p>Detailed study of the following excavated sites:</p> <ol style="list-style-type: none"> a) Taxila b) Rupar 	12

	c) Thanesar	
III	<p>Detailed study of the following excavated sites:</p> <p>e) Hastinapur f) Atranjikhhera g) Kausambi h) Ahichchhatra i) Rajghat j) Shishupalgarh</p>	14
IV	<p>Detailed study of the following excavated sites:</p> <p>5. Vaishali 6. Mathura 7. Sringaverpur 8. Chandraketugarh 9. Nagarajunaikonda</p>	14
V	<p>6. Pattanam 7. Alagankulam 8. Kanchipuram 9. Uraiyur 10. Arikamedu 11. Keeladi</p>	10
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Select a topic and critically write an assignment in about 2000 words ✓ Group discussion ✓ Facing quiz test <p>Suggested Readings:</p> <p>Ramachandran, T.N. Subramanyam, E. (ed.) : Nagarjunakonda Ojha, Shrikrishan Banerjee, N.R. : Nagarjunakonda (1954-60), Memoirs of the Archaeological Survey India, No. 75 Ghosh, A. : Bharatiya Puratattva (in Hindi), Research Publications, Delhi, 1985 : The Iron Age in India, New Delhi, 1965 Sinha, B.P. (ed.) : The City in Early Historical India, Shimla, 1973 Gaur, R.C. : Potteries in Ancient India, Patna, 1969 Sharma, .G.R. : Excavations at Atranjikhhera, Motilal Banarsi Dass, Delhi, 1983 : Excavations at Kausambi, Allahabad Marhsall, J. : Taxila (Three Vols.), 1951 Dhavalikar, M.K. : Historical Archaeology of India, Books and Books, Delhi, 1999 <i>Man and Environment</i>, Journal of Indian Society for Pre-historic and Quaternary Studies, Ahmedabad <i>Indian Archaeology : A Review</i> (Related Vols.) <i>Puratattva</i>, Bulletin of the Indian Archaeological Society (Rel. Vols.) <i>Ancient India</i>, Bulletin of the Archaeological Survey of India (Rel. Vols.)</p>	

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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5

			specific.				
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	Which of these sites are associated with Mahabharata? A) Attirampakkam B) Nalanda C) Arikamedu D) Hastinapur	Recognize	Remember
2	Which technological age is Megalithic culture in peninsular India is associated with: A) Iron Age B) Copper age	Recall	Remember

	C) Stone Age D) Mesolithic Age		
3	Which context is Taxila primarily attested with A) Buddhist B) Brahminical C) Prehistoric D) Jain	Recognize	Remember
4	Which of these sites was a Port town of active Roman trade A) Kaushambi B) Arikamedu C) Rohtak D) Mathura	Recognize	Remember
5	Which of these cities has been visited by both Faxian and Xuanzang: A) Mathura B) Sringeripura C) Dwarka D) Rajghat	Recognize	Remember
6	NBPW is primarily associated with which region: A) Gangetic plain B) Godavari plain C) Indus Plain D) Narmada plain	Recognize	Remember
7	Which pottery is associated with Iron Age Megalithic culture in south India. A) Black And Red Ware B) Attic Pottery C) OCP D) Painted Grey Ware	Recall	Remember
8	Arrange the following in chronological order? a) PGW b) OCP c) BRW d) NBPW	Recall	Remember
9	Copper Hoard culture is found to be associated with which other culture a) PGW b) OCP c) BRW d) NBPW	Recognize	Remember
10	Which site is closely connected with Vedic culture a) Ropar b) Kaushambi c) Pattanam d) Taxila	Identify	Remember
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20		
21	a) Define the significance of pottery for historical research (or) b) State the urbanization in proto historic period in India	Explain	Understand
22	a) Illustrate the discovery of Megalithic sites in Deccan (or) b) Discuss the excavated findings of Taxila	Differentiate Define	Understand
23	a) Give an account of the excavation finding of Shishupalgar (or) b) Give an account of the excavation finding of Hastinapur	Explain	Understand
24	a) Write a short note on Nagarjuna konda excavations (or) b) Examine the excavation findings of keeladi	Illustrate	Apply
	PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30		
25	a) Discuss the archaeological context of Iron Age of India. (or) b) Discuss how archaeological material culture helps write history in a more precise and scientific	Describe	Analyze
26	a) Discuss the Megalithic culture in context of Iron Age and related artifacts and ceramic assemblage (or) b) Discuss the archaeological contexts of Iron age in northern India.	Explain Discuss	Understand

27	a) Write about the significance of pottery in the field of Archaeology.(or) b) Discuss the contexts of OCP co-relating the occurrence of Copper Hoards at difference sites.	Assess	Skill
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SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST520	Indian architecture	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Origin and growth of proto historic architecture of Harappa, Kalibangan, Lothal	Remember
CO 2	Trace the growth and development of Maurya's palace, pillars, caves, and rock cut architecture	Analyze
CO 3	Understand origin and development of temple architecture of Gupta's and origin temple architecture	Understand
CO 4	Explore the Dravidian style of temple example: - pallavas and cholas	Analyze
CO 5	Illustrate the Vasar style of temple example:- Chalukya and Hoysala	Skill

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember and spread the information	Name, catalog, identify, repeat
Understand-exhibit demonstrate the gist	Interpret, explain, relate, define
Analyzing the facts to know the truth/supporting assertions	Use, employ, deliver in detail
Apply- utilizing the idea of a new context	Critically explain, compare, contrast
Analyzing – explaining the supporting assertions showing evidence and identifying cause	Find out the truth, predict, select
Evaluate – judging the value of information	Assemble fact, formulate ideas, arrive at a conclusion
Create- assessing the whole fact to arrive at a conclusion. Skill	Demonstrate, experiment verify the hypothesis

b. Syllabus

Units	Content	Hrs.
I	Proto-historic Architecture: Morphology ns with special reference Harappan tow to Mohenjodaro, Harappa, Kalibangan, Dholavira and Lothal	16
II	Architecture: Mauryan palace, pillars and caves. Rock-Cut Architecture: Buddhist : Bhaja, Karle, Kanehri, Kondane and Ajanta: Jain caves: Khandagiri and Udaigiri, Brahmanical caves: Elephanta, Ellora, Mamallapuram (Mandapas and Rathas), Badami, Trichirapalli, Vettuvan Koil. Stupa Architecture:Origin and components of Stupa: Sanchi,	12

	Bharhut and Amravati	
III	<p>Mahadeva.Kasi-Vishvesvara and Mahadev temples</p> <p>Temple Architecture: Origin and Development. Gupta Period: Tigowa, Eran, Deogadh and Bhitargaon temples. Nagara Style Temples: Characteristics of Nagara style temples. Temples of Orissa: Lingaraja, Konark and Jagannath. Temples of Khajuraho: Lakshman, Vishvanath and Kandariya</p>	14
IV	<p>Dravida Style Temples: Characteristic features.Pallavas: Kailasanatha and Vaikunthaperumal temples, Kanchipuram; Chola: Koranganatha, Thanjavur Brihadishvara and Airavateshvara temple, SriRangam, Chidambaram, Thyagaraja temple (Thiruvarur).</p>	14
V	<p>Vesara style Temples: Characteristic features.Early Chalukyas: Pattadakal and Aihole; Hoysalas: Chennekesava and Hoysaleshvara temples</p>	10
	<p>Tasks and assignment</p> <p>Choose a topic and critically analyses it. Based on that writes an assignment in about 2000 words</p> <p>Select any one of the topics and perform a role play.</p> <p>Interact with five person or families other than your classmate and prepare a report about your understanding of social condition</p> <p>Face quiz tests and group discussion.</p> <p>Suggested Readings: Agrawala, V. S. <i>Indian Art</i>, Prithvi Prakashan, Varanasi, 1977. <i>Brown, Percy Indian Architecture (Buddhist and Hindu Period), D.B Tobey Press, New York, 2013</i> Dehejia, Vidya <i>Early Buddhist Rock Temples: A Chronological Study</i>, Thomson and Hudson Ltd., London, 1972. <i>Dhavalikar, M.K. Monumental Legacy, Sanchi, Oxford University Press , New Delhi, 2003.</i> Huntington, S. <i>The Art of Ancient India (Buddhist, Hindu, Jain)</i>, Weather Hill, Tokyo, 1985. Mackay, Ernest <i>Early Indus Civilization</i>, Indological Book Corporation, New Delhi, 1976 Marshall, John <i>Taxila</i>, Vol. 5, Cambridge University Press, Cambridge, 2013. <i>Mitra, Debala Buddhist Monuments, Sahitya Samsad, Calcutta, 1980.</i> <i>Mitra, Debala Sanchi, Archaeological Survey of India, New Delhi, 2001.</i> <i>Singh, Upinder A History of Ancient and Early Medieval India (From the</i></p>	

	<p>Stone age to the 12th Century), <i>Pearson Education, Delhi, 2009.</i></p> <p><i>Nagaraju, S., Buddhist Architecture of Western India, Agam Kala Prakashan, Delhi, 1981</i></p> <p><i>Bajpai, K.D. Five Phases of Indian Art, Rajasthan Vidya Prakashan, Jodhpur, 1991.</i></p> <p><i>Coomaraswamy, A.K. History of Indian and Indonesian Art, Kessinger Publishing, Montana, 2003</i></p> <p>Suggested Readings:</p> <p><i>Agrawala, V. S. Indian Art, Prithvi Prakashan, Varanasi, 1977.</i></p> <p><i>Brown, Percy Indian Architecture (Buddhist and Hindu Period), D.B Tobey Press, New York, 2013</i></p> <p><i>Dehejia, Vidya Early Buddhist Rock Temples: A Chronological Study, Thomson and Hudson Ltd., London, 1972.</i></p> <p><i>Dhavalikar, M.K. Monumental Legacy, Sanchi, Oxford University Press, New Delhi, 2003.</i></p> <p><i>Huntington, S. The Art of Ancient India (Buddhist, Hindu, Jain), Weather Hill, Tokyo, 1985.</i></p> <p><i>Mackay, Ernest Early Indus Civilization, Indological Book Corporation, New Delhi, 1976</i></p> <p><i>Marshall, John Taxila, Vol. 5, Cambridge University Press, Cambridge, 2013.</i></p> <p><i>Mitra, Debala Buddhist Monuments, Sahitya Samsad, Calcutta, 1980.</i></p> <p><i>Mitra, Debala Sanchi, Archaeological Survey of India, New Delhi, 2001.</i></p> <p><i>Singh, Upinder A History of Ancient and Early Medieval India (From the Stone age to the 12th Century), Pearson Education, Delhi, 2009.</i></p> <p><i>Nagaraju, S., Buddhist Architecture of Western India, Agam Kala Prakashan, Delhi, 1981</i></p> <p><i>Bajpai, K.D. Five Phases of Indian Art, Rajasthan Vidya Prakashan, Jodhpur, 1991.</i></p> <p><i>Coomaraswamy, A.K. History of Indian and Indonesian Art, Kessinger Publishing, Montana, 2003</i></p> <p><i>Rowland, R. The Art and Architecture of India: Buddhist, Hindu, Jain; Penguin Books, London, 1977.de</i></p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	The excavation of stupa involve----- method? a. Horizontal (b) vertical (c) quadrant (d) area	Recognize	Remember
2	The carbon 14 dating involves ----- a. Pottery (b) metal (c) bone (d) stone	Recognize	Remember
3	The world Heritage Day is observed on every ---- April? a. 12 (b) 14 (c) 18 (d) 28	Recognize	Remember
4	The INTACH stand for ----- (a) The Indian trust for culture (b) Indian trust for art (c) Indian trust for cultural heritage (d) the Indian national trust for art and cultural heritage	Recognize	Remember
5	Which among the following is not a world heritage monument in India? (a) Tajmahal,agra (b) Humayun tomb, new Delhi (c) Golkonda fort, Hyderabad (d) brishadeswar temple tanjavur	Recognize	Remember
6	The khandsgiri and udayagiri caves are ---monuments? (a) Buddhist (b) Jain (c) Hindu (d) Muslim	Recall	Remember
7	The north Indian temple belong to ----- style?	Recall	Remember

	(a) Nagar (b) vesara (c) Dravidian (d) none of above		
8	The Khajuraho temple belong to--- style? (a) Nagar (b) vaser (c) Dravidian (d) kalinga style	Recognize	Remember
9	The Konark temple of Orissa belong to---- style of temple architecture? (a) Nagar (b) vaser (c) Dravidian (d) Kalinga style	Identify	Remember
10	The thyagarajan temple of Thiruvarur was built by-----? (a chola (b) pandayas (c) gangas (d) chalukyas		
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20		
21	c) Give an account on proto-historic architecture? Or (b) Give an account of Harappa town planning?	Explain	Understand
22	(a) discuss the rock cut architecture of Maurya? Or (b) write a short note on Sanchi stupa?	Differentiate Define	Understand
23	(c) Give a short account of chinna kesava temple of Belur (Karnataka)? Or (d) Write an account on Meenakshi temple of Madurai?	Explain	Understand
24	(a) Give short note on Ellora and Ajanta caves? Or (b) discuss the Malappuram architecture?	Illustrate	Apply
	PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30		
25	(a) Discuss the characteristics of Nagar style of temple? Or (b) Describe the main feature of the Vesara style of temple with example?	Describe	Analyze
26	(c) What do you know by Kalinga style of temple. Give some examples? Or (d) Enumerate Buddhist architecture of north India?	Explain Discuss	Understand
27	(a) Discuss the contribution of Pallavas to the temple architecture? Or (b) Define the characteristics features of the temple architecture of hoyasolas?	Assess	Skill

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST521	Ancient Societies	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Identify various theories related to the origin and evolution of man across the globe.	Remember
CO 2	Examine the transition of society from hunting-gathering to sedentism.	Analyze
CO 3	Understand the nature of bronze age civilizations across the world.	Understand
CO 4	Examine the characteristic traits of the society in India from Vedic age to second century CE.	Analyze
CO 5	Understand the socio-political and economic aspects of societies in ancient world in brief.	Understand

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrate, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	Age of the Earth - the Evolution of Man in Africa, Europe and Asia - Origin and growth of Primitive cultures.	16
II	The Hunter-gatherer, pastoral – Food-gathering to food production stage - agro-	16

	pastoral and early farming societies	
III	Bronze Age Civilizations; Economy; Society; Religion; State structure- Egypt, Mesopotamia, Indus valley Civilization, China, Eastern Mediterranean.	16
IV	Society in India from Vedic culture to second century CE	16
V	Slavery in Ancient Greece and Rome; Agrarian economy; Athenian Democracy; The Indian Polity and concept of Republics, Democracy and Monarchy and related debates. The Mediterranean Economy and the Indian Ocean	16
	<p>Tasks and Assignments: Each Student is required to submit the following: Prepare two assignments of different topics related to the course.</p> <ul style="list-style-type: none"> • Do a PowerPoint presentation of any topic of their choice from the syllabus. • Actively participate in debates and group discussions of topics from syllabus <p>References:</p> <p>Jones Arnold H.M., The Decline of the Ancient World. Austin M.M & Vidal-Naguet. P, Economic and Social History of Ancient Greece. Bengston, H., Introduction to Ancient History. Braidwood, R.J., The Near East and the Foundation of Civilization. Chang, K.C., The Archaeology of Ancient China. Childe, V.Gordon, Man Makes Himself. Childe, V.Gordon, Social Evolution. Childe, V.Gordon., What Happened in History. Clark, Grahame & Piggot Stuart, Pre-Historic Societies. Hawkes, J., The First Great Civilization: Life in Mesopotamia, the Indus and Egypt. Mary Beard. SPQR A History of Ancient Rome, Profile Books 2015. Richard Miles. Carthage Must be destroyed London Penguin Books 2014.</p>	

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	2	3	3	2	3
CO5	3	2	1	2	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
.							

1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	A state society is: a. Characterized by social stratification alone. b. A system in which all members of the same age/sex category possess equal wealth and standing. c. A stratified society whose rulers have the powers to tax, make laws, and conscript labor. d. A political organization with no central leader whose subunits make collective decisions	explain	understand
2	The most obvious material symbols of ancient state societies are a. stone tablets. b. monumental works. c. pyramids. d. irrigation canals.	explain	understand
3	A pattern of social integration in which individuals are placed into a hierarchy of social levels is called: a. urbanization. b. a social system. c. social stratification. d. a necropolis.	illustrate	understand
4	Where did the world's first civilization develop? a. Mesopotamia b. Crete	describe	understand

	c. Egypt d. Eastern China		
5	The _____ were eventually developed into the pyramid tombs of ancient Egypt. a. microlith. b. mastaba. c. mattock. d. midden.	explain	understand
6	Unlike cuneiform, the system of hieroglyphics a. does not use pictographs b. appears to have developed suddenly c. was imported from a neighboring culture d. still cannot be properly deciphered	explain	understand
7	The development of civilization is associated with competition over resources, social stratification, and a. organized, large-scale, intercultural violence. b. decreased violence, with less warfare. c. a permanent military, but absence of warfare. d. a decrease in trade, with less long-distance exchange.	illustrate	understand
8	Unlike most other early civilizations (the Egyptian, Mesopotamian, Chinese), Minoan culture shows little evidence of a. international trade b. conspicuous consumption by elites c. the development of a common religion d. warfare	describe	understand
9	The peak of Minoan civilization, from 3650 to 3420 B.P., was bracketed by what two events? a. the founding of the Minos dynasty and the invasion of the Mycenaeans b. the discovery of bronze on the island, and the replacement of bronze by iron c. the invasion of Troy, and the surrender to the Romans d. an earthquake and a volcanic eruption	explain	understand
10	The city state of sparta was characterized by a. democratic institutions b. temple worship c. emphasis on warfare d. dependence on sea	explain	understand
	PART – B Short Answer The answer should not exceed 200 words Marks:5 x 4 =20		
21	a) Define Athenian democracy? (or) b)What is Greek state philosophy?	explain	understand
22	a)Discuss the characteristics of Neanderthals? (or) b)What is the importance of Lake Turkana?	explain	understand
23	a)Write about slavery in rome. (or) b)What is the ancient concept of republics in India.	illustrate	understand

24	a) What can be the disadvantage of democracy? (or) b) Write about Mediterranean economy in ancient period.	illustrate	understand
PART – C Essay Answer			
The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) How are hunter-gatherers different from agro-pastoralists? (or) b) Discuss the issues addressed in the democracy of Greeks.	explain	understand
26	a) What were the characteristics of Roman agrarian economy? (or) b) Did Roman economy grow through trade with India, discuss.	explain	understand
27	a) What was the contribution of Roman trade to India? (or) b) Discuss the Mesopotamian State structure.	explain	understand

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST522	Indian Numismatics	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Identify the origin, evolution and history of coinage in ancient India.	Remember
CO 2	Examine the change of pattern in Indo Greek coins and early shakas of northern India.	Analyze
CO 3	Understand the coinage of early western kshatrapas and Satavahanas.	Understand
CO 4	Examine the nature in terms of legends, metal, technique of manufacturing, symbols of Kushana and Imperial Gupta coins.	Analyze
CO 5	Understand and differentiate the coinage system of South India.	Understand

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrate, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	History of Coinage in Ancient India - Origin, Evolution and Antiquity. Punch Marked Coins. The Tribal Coinage of Ancient India: Agra, Audumbara, Kuninda, Malava and Yaudheya.	16
II	(a)The Indo-Greek Coinage: Diodotus, Demetrius and Menander. (b)The Coinage of the Early Shakas of North-Western India.	16
III	The coinage of Early Western Kshatrapas.The Coinage of the Satavahanas	16
IV	The Coinage of the Kushanas and the Imperial Guptas	16

V	The Coinage of.sangam Chera, Chola, Pandyas Indo-Roman Pallava, Cholas, Western Chalukyas, Hoysalas and Vijayanagar.	16
	<p>Tasks and Assignments: Each Student is required to submit the following:</p> <ul style="list-style-type: none"> • Prepare two assignments of different topics related to the course. • Do a PowerPoint presentation of any topic of their choice from the syllabus. • Actively participate in debates and group discussions of topics from syllabus <p>References:</p> <p>Allan, John Catalogue of the coins of the Gupta Dynasties and of Sasanka King of Gauda, Oxford, 1967.</p> <p>Altekar, A.S. The Coinage of the Gupta Empire, Numismatic Society of India BHU, Benaras, 1957.</p> <p>Chattopadhyaya, B. The Age of Kushanas: A Numismatic Study, Punthi Pustak, Calcutta, 1979</p> <p>Chhabra, B.Ch. Catalogue of the Gupta Gold Coins of the Bayana Hoard in the National Museum, New Delhi, 1986.</p> <p>Cribb., J. The Indian Coinage Tradition: Origins, Continuity and Change', in Indian Institute of Research in Numismatic Studies, Nasik, 2005.</p> <p>Cunningham, A. Coins of the Indo-scythians, Sakas and Kushanas, rpt., New Delhi, 1971.</p> <p>Dutta, Mala A Study of the Satavahana Coinage, Harman Publishing House, Delhi, 1997</p> <p>Gupta, P.L. Coins, rpt., National Book Trust India, New Delhi, 2006.</p> <p>Handa, D.K. Studies in Indian Coins and Seals, Sandeep Prakashan, New Delhi, 1991.</p> <p>Jha Amiteshwar and Dalip Rajgor Studies in the Coins of the Western Kshatrapas, Indian Institute of Research in Numismatic Studies, 1992</p> <p>Jongegeward, David and Joe Cribb Kushan, Kushano- Sasanian, and Kidarite, Coins; A catalogue of coins from the American Numismatic Society, ANS Store, New York, 2015</p> <p>Kumar, S. Treasures of the Gupta Empire, The Shivlee Trust, USA, 2017.</p> <p>Maity, S.K. Early Indian Coins and Currency System, Munshiram Manoharlal, New Delhi, 1970.</p> <p>Rapson, E.J. Catalogue of the Coins of the Andhra Dynasty, the Western Kshatrapas, the Traikuta Dynasty and Bodhi Dynasty, Munshiram Manoharlal, New Delhi, 1989.</p> <p>Senior, R.C. Indo- Scythian Coins and History, 3 Vol., Classical Numismatic Group Lancaster, 2001</p> <p>Sharma Savita Gold coins of imperial Kushānas and their successor in Bharat Kala Bhavan, Bharat Kala Bhavan, Varanasi:, 1999</p> <p>Sharma, I.K. Coinage of the Satavahana Empire, Agam Kal Prakashan, Delhi, 1980</p> <p>Shastri, A.M. Coinage of the Satavahanas, and Coins from Excavations, Nagpur University, Nagpur, 1972.</p> <p>Sircar, D.C. Studies in Indian Coins, Motilal Banarsidass, Delhi, 1968.</p> <p>Mitchiner M., Ancient Trade and Early Coinage, 2 Vols., Hawkins Publication,</p>	

London ,2004. Mukherjee, B.N. Numismatic Art of India, 2 Vols., Mushiram Manohar Lal, New Delhi, 2007 Upadhyaya, Vasudeva, Prachina Bhartiya Mudrayen, Pragma Prakashan, Patna, 1971. Goyal, S.R.The Dynastic Coins of Ancient India, Kusumanjali Prakashan, Jodhpur, 1995	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	2	2	3	3
CO5	2	1	2	2	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
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Part – A: Objective Type			
Multiple Choice		Marks: 10 x 1 = 10	
1	Name the practice which is used for the redistribution of wealth in the Vedic period? A. dana B. gavisti C. duhitri D. gotra	recall	Remember
2	What is the name of the metal coin used during the vedic period? A. jital B. tanka C. nishka D. dana	recall	Remember
3	What metal is used to make nishka? A. gold B. silver C. copper D. bronze	identify	Remember
4	Who was the first Kushan king issued gold coins? A. vima kadphises B. kujula kadphises C. kanishka D. vima taktu	recall	Remember
5	Which Hindu god appears on the coins issued by Vima Kadphises? A. vishnu B. siva C. brhama D. indra	recognize	Remember
6	Who was the Indo-Greek king appeared on the coins issued by Kujula Kadphises? A. hermaeus B. sapadbizes C. heraios D. heracles	recognize	rememmber
7	Which Kushan king portrayed Buddha for the first time on coins? A. kujula kadphises B. huvishka C. vima kadphises D. kanishka	recall	Remember
8	Who was the Satavahana ruler issued coins with images of rulers for the first time? A. guatamiputra satakarni B. yajna satakarni C. vasishtiputra satakarni	recall	Remember

	D. vashtiputra pulamayi		
9	Which dynasty issued coins like Ka, pon, kanam and Kasu? A. chola B. pallava C. chera D. rashtrakutas	recognize	Remember
10	Which city under Satavahanas was famous for metal industry? A. gudur B. vinukonda C. palnadu D. sopra	recall	Remember
PART – B Short Answer The answer should not exceed 200 wordMarks:5 x 4 = 20			
21	a) Discuss the coins of agras (or) b)Examine the coins of audumbaras	describe	Understand
22	a)What is the special icon of Kuninda coins and why? (or) b)Discuss the legend marked on the coins of Yaudheyas	describe	Understand
23	a)What is the innovation seen on the Shakas coinage in India? (or) b)What icons are found on the coins of cheras?	describe	Understand
24	a)Discuss the bi-lingual coins of indo-greeks (or) b)Which Indian deity was reflected on indo-greek coins	describe	understand
PART – C Essay Answer The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a)Discuss some of the tribal coinage of India. (or) b)What are the unique characteristics of the Indo-greek coins and which features of theirs were adopted for Indian coinage.	describe	analyze
26	a)Discuss the cultural traits in Samudragupta coinage. (or) b)Examine the coins of Kumargupta.	explain	understand
27	a)Did roman coins influence Indian coinage, discuss. (or) b)Discuss the coins of Chera, Chola and Pandya.	explain	analyze

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST523	History of India from 78 CE to 300 CE	3	-	-	3
Internal	40	External	60	Total	100

i. **Course Outcome (CO)**

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Identify the history and culture of Kushana empire and post-Kushana dynasties	Remember
CO 2	Define the rise, growth and decline of dynasties of India from 78 CE to 300 CE	Understand
CO 3	Use the understanding of one's own past and contribute to the society.	Apply
CO 4	Examine transition and change in social, cultural, political and religious aspects of Indian society during this period.	Analyze
CO 5	Assess the role of political dynasties in changing the history of India from 78 CE to 300 CE.	Evaluate

(Number of CO's are not fixed)

a1. *Tabular Column for action verbs*

General Objectives	Specific Objectives
Remember – retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrate, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	The origin and rise of the Kushanas The origin and original home of the Yuezhis,	16

	Yuezhi-Xiongnu rivalry, their westward migration, foundation of the Kushana dynasty in Bactria, Kujula Kadphises, identification of 'Soter Megas' and Vima Kadphises	
II	Kushana Empire: Zenith and Decline The date of accession of Kanishka, the extent of the Kushana empire, Problems in Kushana genealogy and chronology, decline and downfall of the Kushana empire	16
III	India in the post Kushana period The monarchical states and tribal republics of northern India in the second and third century AD	16
IV	Western Kshatrapas: the Kshaharata dynasty, the date of Nahapana, his rivalry with the Satavahanas: Kardamaka dynasty and Kardamaka-Satavahana relations.	16
V	The Satavahanas, Sangam Age, Cheras, Chola, Pandyas	16
<p>Tasks and Assignments: Each Student is required to submit the following:</p> <ul style="list-style-type: none"> • Prepare two assignments of different topics related to the course. • Do a PowerPoint presentation of any topic of their choice from the syllabus. • Actively participate in debates and group discussions of topics from syllabus. <p>References:</p> <ul style="list-style-type: none"> • Basham, A.L. Papers on the Date of Kanishka, E.J. Brill, Leiden, 1968; • Benjamin, C.G.R The Yuezhi, Brepols, Turnhout, 2007 • Chakrabarti, D.K. & Lal, M. eds. History of Ancient India Vol IV: Political History and Administration (c. 200 BC-AD 750), Vivekananda International Foundation in assc. With Aryan Books International, New Delhi, 2014 • Chattopadhyaya, S. Early History of North India, Progressive Publisher, Delhi, 1976 • Lahiri, B. Indigenous States of Northern India (Circa 200BC to 320AD), University of Calcutta, Calcutta, 1974 • Majumdar, R.C. & Pusalkar, A.D. eds. History and Culture of Indian People, Bharatiya Vidya Bhavan, Bombay, 1951, 1980. • Majumdar, R.C. & Pusalkar, A.D. eds. The Age of Imperial Unity, Vol. II, Bharatiya Vidya Bhavan, Bombay, 1968 • Mirashi, V.V. The History and Inscriptions of the Sātavāhanas and the Western Kshatrapas, Maharashtra State Board for Literature and Culture, Bombay, 1981 • Mukherjee, B.N. The Rise and Fall of the Kushana Empire, Firma KLM, Calcutta, 1988 • Mukherjee, B.N. Kushāna Studies: New Perspectives, Firma KLM, Kolkata, 2004 • Puri, B.N. India under the Kushanas, Bharatiya Vidya Bhavan, Bombay, 1965 • Raychaudhuri, H.C. The Political History of Ancient India, rev.ed., University of Calcutta, Delhi, 1996 		

c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
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CO1	3	3	3	3	2
CO2	3	3	3	3	3
CO3	3	2	3	3	3
CO4	2	3	3	3	3
CO5	3	1	3	2	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective – 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer – 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence &	Ideas are detailed, Developed and supported with evidence	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO5

		facts and examples	and facts mostly specific.				
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	Organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to Cos
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	Who were the first kings to issue the largest hoards of gold coins in India? A. Mauryas B. Indo-Greeks C. Guptas	recognize	remember

	D. Kushanas		
2	Who among the following was not a ruler of Kushana dynasty? A. Nahapana B. Vasishka C. Vasudeva D. Huvishka	recognize	remember
3	Which of the following strap defeated Saatkarni of Satvahan dynasty that made him greatest among the Shaka rulers? A. Nahapana B. Rudradaman I C. Patika kusulakaru D. Bhumaka	recall	remember
4	The Satrap system of government was introduced in India by _____ A. Greeks B. Iranian Achaemenid and Seleucid C. Athens D. Sakas	identify	remember
5	Which of the following dynasty issued maximum number of lead coins? A. Pandyas B. Cheras C. Satavahanas D. Chalukyas	recognize	remember
6	Who issued the first coins bearing the name of rulers? A. Indo-Greeks B. Guptas C. Maurya D. Satavahana	recall	remember
7	Which among the following was the second capital of Kushanas in ancient India? A. Pataliputra B. Delhi C. Lahore D. Mathura	recognize	remember
8	Tolkkapiyam in sangam age is the greatest work of ----- literature. A. Tamil B. Telugu C. Sanskrit D. Kannada	recognize	remember
9	Which dynasty was not in power during the Sangam age? A. Cheras B. Cholas C. Pandyas D. Pallavas	recognize	remember
10	Which of these kings' achievements are recorded in Nasik inscription? A. Gautamiputra satakarni B. Ashoka	recall	remember

	C. Kharavela D. None of the above		
	PART – B Short Answer The answer should not exceed 200 words Marks: 5 x 4 = 20		
21	a) Discuss the different sources to understand the different aspects of Indian culture (or) b) Who were the cheras?	explain	understand
22	a. What are the major contributions of cholas? (or) b) Discuss the rise of Kushanas	describe	understand
23	a) What do you understand by Sangam age (or) b) What are the major contributions of pandyas	apply	understand
24	a. discuss the conquest of kushanas over the tribal republics (or) b) Discuss the lineage of Kharadama Dynasty	explain	understand
	PART – C Essay Answer The answer should not exceed 400 words Marks: 3 x 10 = 30		
25	a. Discuss in detail the polity during Sangam Age. (or) b. Discuss the problems in Kushana genealogy and chronology.	describe	analyze
26	a) Discuss in detail the position of women in different Dharmashastras. or b) Discuss in detail the different sanskaras in Indian culture.	explain	understand
27	a) Discuss the ashrama system and how it shaped the social and cultural life of people in India. (or) b) Write a detailed note of Hindu belief system and the different branches of philosophical discourses.	explain	understand

SEMESTER					
Course Code	Course Name	L	T	P	Credits
HIST524	Pre & Proto History of India	3	-	-	3
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

(Course outcomes are specific for a particular course. CO should be specific, measurable, achievable, realistic and time-bound)

	Course Outcome	Level
CO 1	Explains the importance of the genesis of human evolution and use of stone tool technology.	Remember
CO 2	Make the learner understand how the society transformed from hunting gathering to a civilized one.	Understand
CO 3	Use the understanding of one's own past and contribute to the society.	Apply
CO 4	Examine the characteristic traits of various cultural periods.	Analyze
CO 5	Assess the culture from different material remains based on chronology.	Skill

(Number of CO's are not fixed)

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember - retrieval of Information	List, Name, Define, Identify, Recall, Recognize, Tabulate, State, Repeat
Understand – demonstration of comprehension	Translate, Interpret, Extrapolate, Define in your own words, Differentiate, Cite example, Relate, Classify, Restate, Summarize, Locate
Apply – applying knowledge in a new context	Employ, Illustrate, Use, Solve
Analyze – supporting assertions through the use of evidence, identifying causes	Compare, Contrate, Criticize, Examine, Question, Test, Distinguish
Evaluate – coming to a judgement on the value of information	Predict, Select, Appraise, Find out,
Create – combining knowledge to come to new conclusions	Assemble, Construct, Develop, Formulate, Propose, Organize, Hypothesize
Skill	Arrange for the experiment, Experiment, Demonstrate, Verify the Hypothesis, Draw, Articulate

b. Syllabus

Units	Content	Hrs.
I	1. Human Evolution and introduction to world Pre-History. 2. Stone Age technologies: Tool types of the Palaeolithic, Mesolithic and Neolithic Cultures. Palaeolithic Cultures in the Indian Subcontinent: Lower, Middle and Upper;	16

	Distribution of sites and cultural context. 1. Mesolithic Cultures in the Indian Subcontinent: Distribution of sites with special reference to Tilwara, Bagor, Langhnaj, Bhimbetka, Chopani- Mando and Sarai Nahar Rai, Teri sites. 2. Prehistoric Rock Art with special reference to Bhimbetka and Edakkal.	
II	Beginnings of food production: Agricultural communities in North-west India from Baluchistan to Kashmir; Early farming communities in Uttar Pradesh, Bihar, Orissa and North-Eastern States; Ash mounds and other Neolithic sites of Karnataka, Telengana, Tamil Nadu and Andhra Pradesh.	16
III	The Harappan Civilization: The Early Harappan phase. The Mature phase: Extent, nature and character of settlements, morphology of major sites (Monenjodaro, Harappa, Kalibangan, Lothal, Dholavira, Rakhigarhi, Mitathal, Farmana, Banawali, Rangpur, Kanmer, Bhirrhana), agrarian base, metals and minerals, trade and commerce, art and architecture, sculpture, crafts, seals and sealings, script, glimpses of rituals and beliefs. Urban decline and cultural transformations: Late Harappan horizons	16
IV	Chalcolithic Cultures: Ahar-Banas Culture Kayatha Culture Malwa Culture Jorwe Culture Savalda Culture	16
V	a. Ochre Coloured Pottery b) Copper Hoard Culture c) Painted Grey Ware d) Megalithic Culture	16
	<p>Tasks and Assignments: Each Student is required to submit the following:</p> <ul style="list-style-type: none"> • Prepare two assignments of different topics related to the course. • Do a PowerPoint presentation of any topic of their choice from the syllabus. • Actively participate in debates and group discussions of topics from syllabus. <p>References:</p> <ul style="list-style-type: none"> • Agrawal, D.P. The Archaeology of India, Select Book Service Syndicate, New Delhi, 1984 . • Allchin, B and F.R. The Rise of Civilization in Indian and Pakistan, Cambridge University Press, New Delhi, 1989. • Allchin, B and F.R. Origins of a Civilization, Viking India, Delhi, 1997. • Charkrabarti, D.K. India: An Archaeological History, Aryan Books, USA, 2001 • Fagan, Brian M. People of the Earth: An Introduction to World Prehistory, Longman, Singapore, 1998, 2004. • Sankalia, H.D. Stone Age Tools, Deccan College Postgraduate and Research Institute, Pune, 1964. • Agrawal, D.P. and Chakrabarti, D.K. eds. Essays in Indian Protohistory, B.R. Publishing Corporation, Delhi, 1979. • Jain V.K. Pre and Protohistory of India-An Appraisal, D.K. Print World, New Delhi, 2009. • Misra, V.N. and Bellwood eds. Recent Advances in Indo-Pacific Prehistory, Brill, Delhi, 1985. 	

	<ul style="list-style-type: none"> • Paddaya, K., ed. Recent Studies in Indian Archaeology, Munshiram Manoharlal, New Delhi, 2002. • Piggott. S. Prehistoric India, Harmondsworth, Stuart Publisher, Stuart, 1950, 1962. • Sahu, B.P. From Hunters to Breeders (Faunal Background of Early India), Delhi, 1987 • Sankalia, H.D. Prehistory of India, Munshiram Manohar Lal, New Delhi, 1977. • Sankalia, H.D. Prehistory and Protohistory of India and Pakistan, Deccan College Postgraduate and Research Institute, Pune, 1974. • Settar, S. and R.Korisettar, eds. Indian Archaeology in Retrospect, Vol. I: Prehistory, New Delhi, 2002 • Singh, R.L. India : A Regional Geography, National Geographical Society of India, Varanasi, 1971. • Gupta, S.P. and B.B. Lal ed. Frontiers of the Indus Civilization, Books and Books, Delhi, 1981, 1984. • Gururajarao, B.K. The Megalithic Culture in South India, University of Mysore, Mysore, 1981. • Jain, V.K. Prehistory and Protohistory of India: An Appraisal, D.K. Print World, New Delhi, 2009. • Meadow, R.H. Harappa Excavations, 1986-90: A Multidisciplinary Approach to Third Millennium Urbanism, Madison, 1991. • Possehl, G. Ancient Cities of the Indus, Vikas Publishers, New Delhi, 1979. • Possehl, G. ed. Harappan Civilization: A Contemporary Perspective, Oxford and IBH, New Delhi, 1993. • Ratnagar, S. Trading Encounters from the Euphrates to the Indus in the Bronze Age, New Delhi: Oxford University Press, 2004. • Ratnagar, S. Understanding Harappa, Tulika, New Delhi, 2001 • Roy, T.N. The Ganges Civilization, Ramanand Vidya Bhawan, New Delhi, 1982. • Tripathi, V. The Painted Grey Ware, Concept Publisher Corporation, Delhi, 1975. • Tripathi, V. History of Iron Technology in India, Rupa and Infinity Foundation, New Delhi, 2008 • Wright, R. The Ancient Indus: Cambridge University Press, Cambridge, 2010 	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5
CO1	3	3	3	3	3
CO2	3	3	3	3	3
CO3	3	2	2	3	1
CO4	3	1	2	3	2
CO5	2	1	1	2	3

(Tick Marks can be used)

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported;	Content is not sound	Not attended	CO1, CO2, CO5

2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5
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h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms and concepts	Detailed knowledge of facts, terms and concepts	Considerable knowledge of facts, terms and concepts	Minimal knowledge of facts, terms and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well Communicated with logical sequences, examples and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple Choice Marks: 10 x 1 = 10		
1	Which among the following was the occupation of Palaeolithic (old stone age) people? A. Agriculture B. Farming C. Hunting D. Fishing	explain	understand
2	The prehistoric site of Bhimbetka is located in which state of India? A. Rajasthan	explain	understand

	B. Madhya Pradesh C. Karnataka D. Uttarkhand		
3	Which among the following places have given the earliest evidence of agriculture in Indian subcontinent? A. Pratapgarh B. Mehrgarh C. Quetta D. Kalat	illustrate	understand
4	Which among the following is the most unique feature of Dholavira site of the Indus Valley Civilization? A. Its cities were horizontally divided in multiple parts. B. Its cities were unevenly divided. C. Its cities were divided into 3 parts D. None of the above	explain	understand
5	Which of the following Indus Valley Sites was discovered by Rakhaldas Banerjee? A. Kalibangan B. Lothal C. Harappa D. Mohenjodaro	explain	understand
6	The dockyard is found in which of the following site of Indus Valley Civilization? A. Chanhudaro B. Banawali C. Kalibangan D. Lothal	illustrate	understand
7	Chalcolithic culture of Kayatha is associated with which region? A. Rajasthan B. Haryana C. Telangana D. Madhya Pradesh	describe	understand
8	Which among the following was the first metal used by man? A. Iron B. Gold C. Copper D. Bronze	explain	understand
9	Arrange the following in chronological order. A. NBPW B. PGW C. OCP D. BRW	explain	understand
10	Which of the following is synonymous with second urbanization in Indian subcontinent? A. Iron age B. Golden age C. Stone age D. Bronze age	illustrate	understand

PART – B Short Answer			
The answer should not exceed 200 wordMarks:5 x 4 = 20			
21	a. Discuss the tool types of palaeolithic age. (or) b. Discuss the tool technology in making palaeolithic tools.	Explain	Understand
22	a) Briefly discuss the development of sedentary life in Indian subcontinent. (or) b) write a short note on Ash mound culture.	explain	understnad
23	a. Compare and contrast any two sites of Indus Valley civilization. (or) b. Write a shot note on various theories on decline of Indus Valley Civilization.	explain	understand
24	a) What is a Solutrean tool? (or) b)Discuss the debate of Ash mounds.	illustrate	understand
PART – C Essay Answer			
The answer should not exceed 400 words Marks: 3 x 10 = 30			
25	a) Describe the development of Indus Valley civilization. Provide a chronology and description of sites. (or) b) Elaborate in detail the urban characteristics of Indus Valley sites.	explain	understnad
26	a) To what extent material culture is useful in understanding the neolithic age of Indian subcontinent. (or) b)	explain	understand
27	a)Elaborate how archaeological material culture helps reconstruct history. (or) b)Discuss in detail the aims and objectives of Archaeology.	Explain	Understand

Pre.Ph.D. Courses

SEMESTER - I					
Course Code	Course Name	L	T	P	Credits
HIST-PhD-101	RESEARCH METHODOLOGY	4	-	-	4
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Discuss the introduction of research.	Remember
CO 2	Analyse interdisciplinary approaches of history.	Analyze
CO 3	Discuss the different types of research methodology.	Understand
CO 4	Explain how to write a thesis in historical research and different stages of research problems.	Understand
CO 5	Describe the thesis arrangement in historical method.	Skill

b. Syllabus

Units	Content	Hrs.
I	Introduction, Meaning of research, Objectives, Bias in historical research, and good qualities of research scholars.	16
II	Research design, Research proposal, Inter disciplinary approach with Political Science, Economics, Sociology, Anthropology and Archaeology.	16
III	Different types of research methodology, Historical method, Scientific method, Deductive and inductive method, Case study method.	16
IV	Thesis writing - Choosing a topic, Statement review of literature, Different stages of research problems, Preliminary operation, Analytical operation, Synthetic operation, concluding operation, Documentation, footnotes.	16
V	Arrangement of thesis, Bibliography, appendix, Glossary and Index, Use of Computer in historical research.	16
	<p>Tasks and Assignments:</p> <p>Each student is required to submit the following:</p> <ul style="list-style-type: none"> ✓ Conducting a review of research in the area of research interest under the guidance of the supervisor. ✓ Preparing review of a Ph. D. thesis. ✓ Presentation of the research proposal. ✓ Publish/Prepare a paper for publication in any of the reputed national or international journals <p>Suggested Readings:</p> <p>H.E.Barnes : <i>A History on Historical Writings</i>, (Newyork, 1963) U.N Ghosal: <i>The Beginning of Indian Historiography and other Essays</i>, (Calcutta, 1944) G.P Gooch: <i>History and Historians in 19th Century</i>, (London, 1961)</p>	

<p>B.N.Lunia: <i>Historians of Medieval India</i> (Agra, 1969) R.C Majumdar: <i>Historiography of Modern India</i> (Bombay, 1970) V.S. Pathak: <i>Ancient Historians of India</i>, (Bombay, 1970) C.H. Phillips(ed.): <i>Historians of India, Pakistan, and Ceylon</i>, (London, 1967) Peter Hardy: <i>Historians of Medieval India</i>, (London, 1960) A.K Wader: <i>An introduction of Indian Historiography</i> K.A.Nizami: <i>On History and History of Medieval India</i>, (Delhi, 1983) Jagdish Narayan Sarkar: <i>History and History Writing in Medieval India</i> M.Hassan: <i>Historian of Medieval India</i>, (Meerut, 1968) M.Babar: <i>Karl Marx's Interpretation of History</i>, (Cambridge, 1972) D.J. Chesokov: <i>Historian Materialism</i>, (Moscow, 1969) A.C.Danto: <i>Analytical Philosophical History</i>, (London, 1968) R.G Collingwood: <i>The idea of History</i>, (London, 1972) A.J. Toynbee; <i>A Study of History</i>, (Newyork, 1965).</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10

Total	12	12	12	12	12
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g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	Why do you need to review the existing literature? A. To make sure you have a long list of references B. Because without it, you could never reach the required word-count C. To find out what is already known about your area of interest D. To help in your general studying	Recognize	Remember
2	Which one is called non-probability sampling? A. Quota sampling B. Cluster sampling C. Systematic sampling D. Stratified random sampling	Recall	Remember
3	In the process of conducting research ‘Formulation of Hypothesis’ is followed by: A. Statement of Objectives B. Analysis of Data C. Selection of Research Tools D. Collection of Data.	Recognize	Remember
4	The split-half method is used as a test of: A. Stability B. Internal reliability C. Inter-observer consistency D. External validity	Recognize	Remember
5	What is a sampling unit? A. The population. B. The basic unit containing the elements of the population to be sampled. C. All the individual elements of the final sample, drawn together. D. The method used to collect the sample.	Recognize	Remember
6	Which of the following is not a non-random sampling method? A. Cluster sampling B. Quota sampling C. Convenience sampling D. Accidental sampling.	Recognize	Remember
7	A hypothesis is a: A. Tentative statement whose validity is still to be tested B. Supposition which is based on the past experiences C. Statement of fact D. All of the above	Recall	Remember
8	Who is father of modern historiography? A) Ranke B) Dipesh Chakrabarty C) D.D. Kosambi D) Arnold Toynbee	Recall	Remember
9	Who introduced the scientific method in history? A) Ranke B) Dipesh Chakrabarty C) D.D. Kosambi D) Arnold Toynbee	Identify	Remember

10	While thesis writing which font using for book name. A) Latin B) Italic C) Bold D) Arial.	Identify	Remember
PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20			
21	a) Give definitions to the philosophy of research (or) b) Describe the scope and different branches of research.	Explain	Understand
22	a) Define sampling. (or) b) What is qualitative and quantitative data?	Differentiate Define	Understand
23	a) Explain various focused group interviews with examples. (or) b) What is scientific report?	Cite Examples	Understand
24	c) Explain how writing skills can be acquired in research (or) d) Communication is important tool to express ones opinion, in this context narrate your opinion on skill of delivering lectures in research activities.	Illustrate	Apply
PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30			
25	a) With examples of describe different types of research design and narrate which research design is useful in which situation. (or) b) Explain elements of research and discuss law, concepts, variables and facts, unit and universe related to research.	Describe	Analyze
26	a) Write meaning and significance of sampling along with different types of sampling techniques. (or) b) Discuss the various techniques of data collection in social science research with examples.	Explain Discuss	Understand
27	a) Why secondary data are important in research and discuss different secondary sources of data. (or) b) What is scientific report? Explain various stages of report writing along with problems in report writing.	Assess	Skill

SEMESTER - I					
Course Code	Course Name	L	T	P	Credits
HIST-Ph.D.-102	Historiography	4	-	-	4
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Describe the characteristics of the people Stone Age	Remember
CO 2	Discuss the conditions of state and economy of the Egyptian civilization.	Analyze
CO 3	State the rise and growth of Mahajan padas in Ancient India	Understand
CO 4	Enumerate the achievements of Roman Empire with special reference to Trade with India	Analyze
CO 5	Illustrate the administration system and economy of Mouryas.	Skill

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember- Bring out the main features	Derive, identify, Define, Recognize
Understand –develop a comprehension	Interpret, locate, cite, examples, define in lucid world
Apply- start innovative knowledge	Employ, illustrate, enumerate, sum up
Analyze- describe facts with supporting evidences	Examine, compare differentiate, distinguish
Evaluate-arrive at a conclusion with value judgment	Inference, predict, appraise
Create- began creativity by combining facts	Construct, develop, organize, formulate
Skill	Verify, arrive ar a conclusion creativity

b. Syllabus

Units	Content	Hrs.
I	Greek Historiography-Roman Historiography-Chinese Historiography, Christian Historiography.	16
II	Indian Historiography-Colonial Historiography, National Historiography.	12
III	Marxist Historiography, Subaltern Historiography, Total History.	14
IV	Historiography on India - Ancient Indian Historiography, Medieval Historiography, and Modern Historiography.	14
V	Tamilnadu Historiography, Contributions of T. V. Mahalingam, K. A. Nilakanta Shastri- K.K.Pillay,K.Rajayan,N.Subramaniyan,C.Minakshi,K.V.Soundarajan,K.R.Srinivasan.	10
	Tasks and Assignments: Each student is required to submit the following:	

	<ul style="list-style-type: none"> ✓ Select a topic and critically write an assignment in about 2000 words ✓ Group discussion ✓ Facing quiz test <p>Suggested Readings:</p> <p>H.E.Barnes : A History on Historical Writings, (Newyork, 1963)</p> <p>U.N Ghosal : The Beginning of Indian Historiography and other Essays, (Calcutta, 1944)</p> <p>G.P Gooch: History and Historians in 19th Century, (London, 1961)</p> <p>B.N.Lunia: Historians of Medieval India (Agra, 1969)</p> <p>R.C Majumdar: Historiography of Modern India (Bombay, 1970)</p> <p>V.S. Pathak: Ancient Historians of India, (Bombay, 1970)</p> <p>C.H. Phillips(ed.): Historians of India, Pakistan, and Ceylon, (London, 1967)</p> <p>Peter Hardy: Historians of Medieval India, (London, 1960)</p> <p>A.K Wader: An introduction of Indian Historiography</p> <p>K.A.Nizami: On History and History of Medieval India, (Delhi, 1983)</p> <p>Jagadish Narayan Sarkar: History and History Writing in Medieval India</p> <p>M.Hassan: Historian of Medieval India, (Meerut, 1968)</p> <p>M.Babar: Karl Marx's Interpretation of History, (Cambridge, 1972)</p> <p>D.J. Chesokov: Historian Materialism, (Moscow, 1969)</p> <p>A.C.Danto: Analytical Philosophical History, (London, 1968)</p> <p>R.G Collingwood: The idea of History, (London, 1972)</p> <p>A.J. Toynbee; A Study of History, (Newyork, 1965).</p>	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C (Essay- 3 x 10 = 30 marks)	-	-	10	10	10
Total	12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4

2	Presentation 50%	Well, Communicate d with logical sequences, examples, and references	Communicate d with sequences	Just Communicate d	No coherent communication	Not Attende d	CO3, CO4
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i. Model Question Paper

Sl. No.	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	The father of Historiography ----- a) Thycydides b) Polybius c) Herodotus d) Tacitus	Recognize	Remember
2	The word History derived from ----- a) Spanish b) Greek c) Roman d) French	Recall	Remember
3	Ibn Khaldun contributed to ----- Historiography a) Ancient b) Enlightenment c) Roman d) Medieval	Recognize	Remember
4	The History as science was argued by a) St. Augustine b) Leopold Van Ranke c) Auguste Comte d) Karl Popper	Recognize	Remember
5	The positivism History is attributed to a) Hegel b) Auguste Comte c) J.H. Clapham d) Karl Marx	Recognize	Remember
6	Who belongs to Annales school? a) William Hewins b) E.P. Thompson c) Carlo Ginzburg d) March Bloch	Recognize	Remember
7	The Subaltern studies in India is connected with a) E.P. Thompson b) Ranajit Guha	Recall	Remember

	c) D.D. Kosambi d) R.C.Majumdar		
8	Which is not a primary source? a) Inscription b) Coin c) Research Article d) Newspaper	Recall	Remember
9	The word Biblio in Bibliography means a) Source b) Documentation c) Reference d) Book	Recognize	Remember
10	Which is not included in four stages of historical writing? a) Analytical b) Synthetically c) Source interpretation d) Preliminary	Identify	Remember
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20		
21	d) Give an account of Thucidides(or) e) Write a short note on Roman historian livy	Explain	Understand
22	c) Bring out the significance St.Augustine as a church historian (or) d) Who are the main historians of imperialists school	Differentiate Define	Understand
23	c) Give a short account of Subaltern school of historians d) Write a short note on kalhan	Explain	Understand
24	e) Discuss the works of K.A, Nilakanta Shastri (or) f) Discuss the contributions of Sir Jadunath Sarkar	Illustrate	Apply
	PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30		
25	a) How is historiography important for research? (or) b) Discuss the comparison in the ideas of Subaltern and Marxist school of historiography	Describe	Analyze
26	c) Trace the contribution of Karl Marx to historiography (or) d) Do Colonial and Nationalist historiography contradict each other,? Discuss.	Explain Discuss	Understand
27	c) Write a note on Ancient Indian Historiography.(or) d) What were the main features of Tamil Historiography? Discuss its theories with their contributors.	Assess	Skill

SEMESTER – I					
Course Code	Course Name	L	T	P	Credits
HIST-Ph.D.103	Research and publication ethics	2	-	-	2
Internal	40	External	60	Total	100

a. Course Outcome (CO)

On the successful completion of the course, the student will be able to

	Course Outcome	Level
CO 1	Explain the qualities of original research and intellectual honesty	Remember
CO 2	Maintain high degree of imagination	Analyze
CO 3	Present the true picture of society & culture in an unbiased manner	Understand
CO 4	Detect plagiarism, fabrication and falsification of facts	Analyze
CO 5	Illustrate the research integrity and publication ethics	Skill

a1. Tabular Column for action verbs

General Objectives	Specific Objectives
Remember and spread the information	Name, catalog, identify, repeat
Understand-exhibit demonstrate the gist	Interpret, explain, relate, define
Analyzing the facts to know the truth/supporting assertions	Use, employ, deliver in detail
Apply- utilizing the idea of a new context	Critically explain, compare, contrast
Analyzing – explaining the supporting assertions showing evidence and identifying cause	Find out the truth, predict, select
Evaluate – judging the value of information	Assemble fact, formulate ideas, arrive at a conclusion
Create- assessing the whole fact to arrive at a conclusion. Skill	Demonstrate, experiment verify the hypothesis

b. Syllabus

Units	Content	Hrs.
I	<p>: PHILOSOPHY, ETHICS AND SCIENTIFIC CONDUCT</p> <ol style="list-style-type: none"> 1. Introduction to philosophy: definition, nature and scope, concept 2. Ethics: definition, moral philosophy, nature of moral judgements and reactions, Ethics with respect to scientific research 3. Intellectual honesty and research integrity 4. Scientific misconducts: Falsification, Fabrication, and Plagiarism (FFP) 	16
II	<p>Predatory publishers and PUBLICATION ETHICS</p> <ol style="list-style-type: none"> 1. Publication ethics: definition, introduction and importance 2. Conflicts of interest 3. Publication misconduct: definition, concept, problems that lead to unethical behavior 	12

	and vice versa, types: violation of publication ethics, authorship and contributorship 4. Identification of publication misconduct journals	
3	OPEN ACCESS PUBLISHING 1. Open access publications and initiatives 2. SHERPA/RoMEO online resource to check publisher copyright & self-archiving policies 3. Software tool to identify predatory publications developed by SPPU 4. Journal finder / journal suggestion tools viz. JANE, Elsevier Journal Finder, Springer Journal Suggester, etc	14
IV	Module-IV: PUBLICATION MISCONDUCT Software tools: Use of plagiarism software like iThenticate, Turnitin, Urkund and open source software tool	14
V	: DATABASES AND RESEARCH METRICS 1. Indexing databases 2. Citation databases: Web of Science, Scopus, etc. 3. Impact Factor of journal as per Journal Citation Report, SNIP, SJR, IPP, Cite Score 4. Metrics: h-index, g index, HO index, altmetrics	10
	Tasks and assignment Choose a topic and critically analyses it. Based on that writes an assignment in about 2000 words Select any one of the topics and perform a role play. Interact with five person or families other than your classmate and prepare a report about your understanding of social condition Face quiz tests and group discussion. Suggested Readings: R.G Collingwood: The idea of History, (London, 1972) A.J. Toynbee; A Study of History, (Newyork, 1965). B. Sheik Ali : History, its Theory and Methods, Madras, 1978) E. Shreedharan : A Textbook of Historiography 500 BC to AD2000, New Delhi, 2009. A. Rowse ; The Use of History, London, 1963) E.H. Carr : What is History, London, 1951) R.G. Collingwood : The Idea of History, (London, 1972). M.G. Murphy :Our Knowledge of the Historical past. G.R. Elton : The practice of History, (Colins, 1970). R.K. Majumdar &A.L. Srivastav : Historical Method of History, Delhi,	

1987) K. Rajjayan : History in Theory and Method, (Madurai, 1982) G.K. Clark : Guide for Research Students working on Historical Subject, (Cambridge, 1969) J.A. Froude : Scientific method Applied to History, (London, 1897) 3 P. Gardiner(ed.) : Theories of History, (Oxford, 1959) K.S. Lal : Studies in Medieval Indian History, (History and Historiography), Delhi, 1966). Karl Lowith : Meaning of History (London, 1979) K.A. Nilakantha Sastri and A.S. Rammana : Historical Method in Relation to History, Madras, 1957) G.J. Renier : History: Its Purpose and Method, London, 1957 John Cannon (ed.) : The Historian at Work A.Marwick : The Nature of History, London, 1984) J.B. Black : The Art of History	
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c. Mapping of Program Outcomes with Course Outcomes

	PO1	PO2	PO3	PO4	PO5	PO6
CO1	3	3	3	3	2	2
CO2	3	3	3	3	3	3
CO3	3	3	3	3	3	2
CO4	2	2	1	3	2	3
CO5	1	1	1	1	2	2

d. Evaluation Scheme

	CO1	CO2	CO3	CO4	CO5	Total
Internal	8	8	8	8	8	40
External	12	12	12	12	12	60
Total	20	20	20	20	20	100

e. Mapping Course Outcome with Internal Assessment (40 Marks)

	CO1	CO2	CO3	CO4	CO5
Assignments	2	2	-	-	2
Seminar	-	-	2	2	-
Test	5	5	5	5	5
Attendance	1	1	1	1	1
Total	8	8	8	8	8

f. Mapping Course Outcome with External Assessment (60 Marks)

Category	CO1	CO2	CO3	CO4	CO5
Part – A (Objective - 10 x 1 = 10 marks)	2	2	2	2	2
Part – B (Short Answer - 5 x 4 = 20 marks)	10	10	-	-	-
Part – C	-	-	10	10	10

(Essay- 3 x 10 = 30 marks)										
Total						12	12	12	12	12

g. Rubric for Assignments

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Content 50%	Ideas are detailed, well developed, supported with specific evidence & facts and examples	Ideas are detailed, Developed and supported with evidence and facts mostly specific.	Ideas are presented but not particularly developed or supported.	Content is not sound	Not attended	CO1, CO2, CO5
2	Organization 50%	Includes title, introduction, statement of the main idea with illustration and conclusion.	Includes title, introduction, statement of main idea and conclusion.	organizational tools are weak or missing	No organization	Not attended	CO1, CO2, CO5

h. Rubric for Seminar

Sl. No.	Criteria	100%	75%	50%	25%	0%	Relation to COs
1	Knowledge and Understanding 50%	Exceptional knowledge of facts, terms, and concepts	Detailed knowledge of facts, terms, and concepts	Considerable knowledge of facts, terms, and concepts	Minimal knowledge of facts, terms, and concepts	Not Attended	CO3, CO4
2	Presentation 50%	Well, Communicated with logical sequences, examples, and references	Communicated with sequences	Just Communicated	No coherent communication	Not Attended	CO3, CO4

i. Model Question Paper

Sl. No	Model Questions	Specification	Level
	Part – A: Objective Type Multiple choice 10 x 1 = 10		
1	Who said history is philosophy teaching by example? (a) Aristotle (b) Dionysius (c) napoleon (d) Herodotus	Recognize	Remember
2	Who wrote the book “philosophy of history ‘’? (a) Hegel (b) Toynbee (c) Cunningham (d) secretes	Recognize	Remember
3	Who called history as social physics? (a) Toynbee (b) e.h.carr(c) august Comte (d) r.g. Collingwood	Recognize	Remember
4	Plagiarism denotes to (b) Coping of another work (b) bias (c) ethics (d) open access	Recognize	Remember
5	Which software is not dealing with plagiarism? (b) I- thenticate (b) urkund (c) turnitin (d) ujjala	Recognize	Remember
6	Ibid means-----? (b) As above (b) cited below (c) unjust (d) bibliography	Recall	Remember
7	When the archeology survey of india was established? (b) 1`860 (b) 1861 (c) 1`884 (d)1912	Recall	Remember
8	Impact factors relate to? (b) Isbn of book (b) plagiarism of thesis (c) standard of a journal(d) none of the above	Recognize	Remember
9	What is glossary? Meaning of the non-English word (b) list of book (c) appendi (d) research finding	Identify	Remember
10	Issn means? (a international standard serial number (b) intergrated school serv number (c) Indian standard sub number(d) none of the above		
	PART – B Short Answer The answer should not exceed 200 words 5 x 4 = 20		
21	Give an account of scope of history? Or (b) what is intellectual honesty?	Explain	Understand
22	(a) give a short note on research integrity? Or (b) what is fabrication in historical research?	Differentiate Define	Understand
23	(e) Briefly discuss about publication ethics? Or (f) What do you mean by conflicts of interests?	Explain	Understand
24	(b) What is plagiarism? Or (b) what do you mean by open access publication?	Illustrate	Apply
	PART – C Essay Answer The answer should not exceed 400 words 3 x 10 = 30		
25	(c) Discuss the meaning and definition of multi-disciplinary	Describe	Analyze

	<p>research?</p> <p>Or</p> <p>(d) Examine the concept of research and publication ethics?</p>		
26	<p>(e) Explain the different form of publication and misconduct?</p> <p>Or</p> <p>(f) Discuss how different software are used to check plagiarism?</p>	<p>Explain</p> <p>Discuss</p>	<p>Understand</p>
27	<p>(b) What is e publication of journal and define impact factor?</p> <p>Or</p> <p>(b)What do you mean by bias in history? How do you overcome it?</p>	<p>Assess</p>	<p>Skill</p>