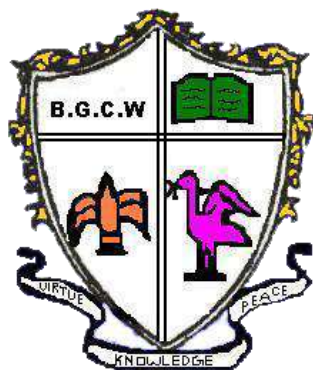


**BHARATHIDASAN GOVT. COLLEGE FOR WOMEN
(AUTONOMOUS)**

PUDUCHERRY-605003



**UG and UG (Hons) Degree Programme in
History**

**Curriculum & Syllabus
(NEP 2020)**

**EFFECTIVE FROM
2024-25**

**Mahatma Gandhi Road, Muthialpet,
Puducherry – 605003**

**BHARATHIDASAN GOVT. COLLEGE FOR WOMEN (AUTONOMOUS),
PUDUCHERRY
DEPARTMENT OF HISTORY**

The first meeting of the Board of Studies (BoS) under the NEP 2020 was held on 18th of September 2024 at 10.30 A.M. via Google Meet to introduce the new syllabus for the 4 year B.A History programme from the academic Year 2023-24 onwards.

The following members were present

Sl.No	Name, Designation & Contact Details	Position	Signature
01	Mrs. B. Mercy Thenmozhi, HoD, Department of History, BGCW, M.G.Raod, Muthialpet, Puducherry-03 mercythenmozhi121@gmail.com , Cell: 9488494640	Chairman	
02	Dr. M. Geetha, Assistant Professor, Department of History, BGCW, M.G.Raod, Muthialpet, Puducherry-03, 9443413720	Member	
03	Dr. Binod Bihari Satpathy, Assistant Professor Department of History, BGCW, M.G.Raod, Muthialpet, Puducherry-03, 9438676420	Member	
04	Dr. Mohammad Rais Khan, Assistant Professor, Department of History, BGCW, M.G.Raod, Muthialpet, Puducherry-03, 8076239438	Member	
05	Dr. Dayaram Meena, Assistant Professor, Department of History, BGCW, M.G.Raod, Muthialpet, Puducherry-03, 9782613669	Member	
06	Prof. Vipul Singh Department of History, University of Delhi, Delhi - 11007 vipulsingh.du@gmail.com / vipulsingh.history@gmail.com 9899194594	Member (Subject Expert)	
07	Prof. Prasanta Kumar Nayak Department of History, Rajiv Gandhi University, Rono Hill, Itanagar, Arunachal Pradesh prachipku@rediffmail.com , Cell: 943604555	Member (Subject Expert)	
08	Prof. Kanchi Venugopal Reddy Professor & Head, Dept. of History, Pondicherry University. venugopalreddy@yahoo.com , pkp.pondyedu@gmail.com 9994190670	Member (VC Nominee)	
09	Dr. Dibishada Brajasundar Garayak Superintending Archaeologist, Archaeological Survey of India, Puri Circle, Puri, Odisha, dibishada@gmail.com 9437919887, 9777538488	Member (Representative from industry/ and placement)	
10	Dr. Sathya. D Post-Doctoral Fellow, Department of Humanities and Social Sciences Dr. APJ Abdul Kalam Block, Sahayadri Campus, Indian Institute of Technology (IIT), Palakkad, Kerala, 678623 8903685355	Member (Meritorious Alumnus)	

Minutes

The Board of Studies meeting for the UG & UG (Honours) degree took place on the 18th of September 2024 via Google Meet to update the curriculum and syllabi in accordance with the New Education Policy 2020. Dr. Mohammad Rais Khan welcomed the Board members and the chairman provided a brief overview of the NEP regulations related to the UG programme, curriculum design, syllabi framework, and content. All members received an electronic copy of the syllabi in advance.

During the meeting, discussions, suggestions, modifications, and recommendations were welcomed. Prof. Prahanta Kumar Nayak suggested incorporating "Women in Public Services" in the course 'History of Women in India' and including diaries of Anthropologists in the course 'Sources for the Study of Indian History'.

Prof. Vipul Singh recommended title changes and modifications, such as renaming 'Modern Governments' to 'Constitutions in the Modern World' and 'Colonial India' to 'Early European Settlements and the British rule in India'. Additionally, Dr. Kanchi Venugopal Reddy suggested changes, including the induction of Indian civilization into the course 'Ancient Civilization' and Dr Sathya suggested the inclusion of "The Long History of Partition in Bengal: Event, Memory, Representations" for reference.

After thorough discussions, the members reached a consensus and finalized the curriculum and syllabi under the NEP Regulations, incorporating almost all the suggestions and recommendations, including the induction of a unit on Medieval Architecture into the course on 'Indian Art and Architecture'.

The Board also recommended field trips and Historical Tour for the courses on Archaeology, Museology, Epigraphy, Art & Architecture and Environmental Education.


Dr. M. Geetha,


Dr. Binod Bihari Satpathy,


Dr. Mohammad Rais Khan,


Dr. Dayarath Meena,


Prof. Vipul Singh


Prof. Prasanta Kumar Nayak


Prof. K. Venugopal Reddy


Dr. D. B. Garnayak


Dr. Sathya D


Mrs. B. Mercy Thenmozhi,
HoD

B.A History Syllabus

National Education Policy 2020

for UG and UG (Hons) Degree Programme.

1. PROGRAMME OUTCOME (POs)

The B.A Programme on History would create a real quest for discovering the truth is what actually happened in the past which would enable the students to build the present and also develops them to set a model for the future. The interaction with the past enhances the ability of discernment and thought alignment. The graduation in History gives scope to serve in Academic and Administrative services. Besides, the curriculum is planned in such a way to make the students to get into the services of Archaeological departments and Archives. The students of this programme could pursue higher studies in Law, Public Administration, International Studies, Woman Studies Tourism etc. The programme imparts Indology serially to appreciate the heritage of India. The course is offered in such a way to know and understand the local, regional and global trends of the various dispensations. A series of 12 courses is offered to understand Indology from the remote past to the recent present. In the same way another series of 12 courses have given to get familiarity with the global trends in different dispensations. Two courses are offered to make known the local history. In order to know the regional development, there are two courses have been offered as History of South India I & II. The intellectual caliber of the students is taken care seriously and the course on Political Theory is inducted. The language competency has been given utmost care and given 8 courses on Part I Language and English as well.

2. PROGRAMME SPECIFIC OUTCOME (PSO)

The B.A. History program is meticulously structured to offer an extensive understanding of historical developments across ancient, medieval, and modern periods. Its thematic and chronological approach ensures a thorough grasp of diverse historical contexts. The curriculum covers key areas such as the Liberation of India and Pondicherry, the Indian Constitution, and global perspectives through courses on International Relations and World Organizations, providing a well-rounded understanding of both Indian and world histories.

Students gain practical skills through specialized courses in Epigraphy, Archaeology, Archives Keeping, and Museology, enhancing their employability and deepening their historical studies. The program also emphasizes critical and analytical skills with courses in Political Theory, Modern Governments, Intellectual History of the Modern World, and Research Methodology, fostering independent research capabilities.

Ethical and cultural awareness is further developed through studies in Indian Art and Architecture, French Monuments, Human Rights, Gandhian Thought, and Gender Sensitization. The curriculum's comprehensive design aligns with the National Education Policy (NEP), ensuring smooth transitions for students entering or exiting the program while equipping them for various career paths in teaching, research, and cultural heritage sectors.

3. COURSE OUTCOME (COs)

- Students who complete the B.A History might come up the following knowledge and skills:
- Learn a basic narrative of historical events in a specific region of the world in a specific time frame

- Distinguish between primary and secondary sources
- Understand and evaluate different historical ideas, various arguments, and points of view.
- Evaluate competing interpretations and multiple narratives of the past.
- Gather and assess primary historical evidence and present clear as well as compelling arguments, based on critical analysis of diverse historical sources.
- Articulate factual and contextual knowledge of specific places and times, to make careful comparisons (across time, space, and culture) and to discern how each generation (including theirs) uses the past for present purposes.
- Students should understand academic honesty, a concept presented to them in all history classes.
- Understand the value of diversity and develop a secular outlook towards society.
- Believe in the equality of man irrespective of caste, creed, religion and colour thereby they will learn to believe the ideas of religious toleration.
- Detail outcomes of each papers of B.A History programme are given below.

Semester-I			
Sl. No	Code	Paper Title and Code	Course Outcome
1	MJD-1	History Of South India –I	• Students will be able to identify and describe significant historical periods and rulers in South India, including the Satavahanas, Pallavas, Chalukyas, and Cholas. • They will understand the social, economic, and cultural contributions of these dynasties, and assess their impact on South Indian history. • Additionally, students will be able to discuss the artistic and architectural achievements of these periods and the significance of trade and commerce in South India's development.
2	MID-1A	Select Constitutions Of The Modern World	• Students will have a solid grasp of constitutional concepts and their role in modern governance. • They will be able to explain key principles such as the state, separation of powers, rule of law, and administrative law, and assess their application across different political systems. Students will gain in-depth knowledge of the constitutions of the UK, US, Switzerland, and France, and compare their political institutions, including executive, legislative, and judicial branches. • They will understand the workings of political parties, systems of checks and balances, and the unique aspects of direct democracy in Switzerland, such as referendums and initiatives. • Additionally, students will be able to analyse how administrative law functions within various governance frameworks and how

			modern constitutions influence government-citizen relations, preparing them for informed engagement with contemporary constitutional and governance debates.
3	MID- 1 B	History Of Women In India	• Upon completing the course, students will be able to demonstrate a comprehensive understanding of how the status of women has evolved throughout Indian history. • They will be able to recognize and appreciate the roles played by influential women in shaping the trajectory of Indian society, politics, and culture. • This understanding will extend beyond historical figures to include an evaluation of women's organizations and movements that have fought for women's rights and social reforms. • Through this course, students will develop a well-rounded perspective on the contributions and struggles of women in India.
	MLDC- I	Introduction To Human Rights	• By the end of the course, students will understand the core principles of human rights, the international legal framework, and the role of institutions like the UN. • They will also be able to analyse human rights issues in India, including discrimination, police brutality, and child labor, and assess the role of Indian human rights bodies in addressing these challenges.
	SEC I- A	Introduction To Museum And Museology-I	• By the end of the course, students will be able to define and understand the functions of museums, appreciate their historical development, and gain insights into museum administration and ethics. • They will recognize the cultural and educational significance of museums and be familiar with prominent museums in India and their roles in preserving heritage.
			• Upon completion, students will have a comprehensive understanding of tourism development in India and its infrastructure. • They will be able to classify different tourist accommodations and appreciate the role of cultural tourism. • Students will also critically assess the economic and social benefits of tourism, including employment and foreign exchange, while being mindful of potential environmental degradation. • Additionally, they will gain detailed knowledge of key tourist destinations such as the Taj

			Mahal, Red Fort, and various wildlife sanctuaries, understanding their importance in promoting both domestic and international tourism.
	VAC 1	Environmental Studies	- The Environmental Studies course aims to introduce students to the fundamentals of environmental science, including the importance of environmental ethics and legislation. - Students will learn about natural resources, ecosystems, biodiversity, and various forms of environmental pollution and disaster management.
	VAC 2	Understanding India	- The course aims at enabling the students to acquire and demonstrate the knowledge and understanding of contemporary India with its historical perspective, the basic framework of the goals and policies of national development, and the constitutional obligations with special emphasis on constitutional values and fundamental rights and duties. - The course would also focus on developing an understanding among students of Indian society, Indian knowledge systems and cultural heritage.
Semester-II			
4	MJD II	History of South India II.	- The study of South Indian history from the pre-Muslim invasion era to the Maratha period aims to explore the political, administrative, and socio-economic developments in South India. - Key objectives include understanding the rise and fall of regional powers such as the Hoysalas, Yadavas, and Vijayanagara Empire, analyzing the administrative systems and cultural contributions of these kingdoms, and examining the emergence and expansion of the Maratha Empire.
5	MID 2 A	An Introduction To Political Theory	- Students will understand fundamental political theories, the structure and functions of government, and key political concepts. - They will be able to analyse different theories of state origin, government forms, and concepts of sovereignty, liberty, and law.
6	MID 2- D	Geography Of India	- Students will be able to identify and describe India's physical features, resource distribution, and demographic trends. - They will understand the implications of climatic events, resource management, and economic activities, and evaluate the development of transport and trade systems in

			India.
	MLDC 2	Gender Sensitisation	- Students will gain a comprehensive understanding of gender issues, including the importance of gender equality and individual roles in marriage and childbirth. - They will be equipped to recognize and address gender biases and reconcile gender roles at home, in the workplace, and in society. - The course will enable students to identify and critically evaluate issues related to patriarchy and gender-based violence. - Additionally, students will become familiar with relevant Indian laws designed to protect women and address gender discrimination, enhancing their ability to engage with and advocate for gender justice.
	SEC 2- A	Introduction To Museum & Museology Ii	Students will be equipped with the knowledge and skills required to preserve and restore cultural heritage, understanding both theoretical concepts and practical applications.
	SEC 2-B	Introduction To The Study Of Archaeology	- Students will be able to accurately define and apply core archaeological terms and concepts, describe the relationships between archaeology and disciplines such as history and anthropology, and understand the historical evolution of archaeological research. - They will also be proficient in identifying and using different excavation and exploration methods, and be capable of recognizing and explaining the significance of major archaeological sites in India, thus demonstrating a well-rounded grasp of archaeological study and practice.
		VAC 3 – Digital Technology	- Students will understand the fundamentals and evolution of digital technology, ICT tools, and computer systems. - Learn basic problem-solving through algorithms and flowcharts. - Explore digital financial tools, e-governance initiatives, and cyber security essentials. - Gain knowledge of emerging technologies like IoT, cloud computing, AI, blockchain, and their applications.
		VAC 4 – Health, Wellness, Yoga Education, Sports & Fitness	- Students will understand the concepts of health and wellness, the role of diet and nutrition, and factors influencing overall well-being. - Gain knowledge of yoga principles, postures, and practices to improve mental and physical health.

			• Learn and apply various fitness activities, including aerobic, resistance, and outdoor exercises, to promote lifelong wellness.
Semester-III			
7	MJD 3	Liberation of India	• Students will analyze early agitations and factors that fostered Indian nationalism, including the socio-religious reform movements and the influence of vernacular literature. • Understand the evolution of political strategies from the moderates to the extremists, the role of key movements like Swadeshi, and significant reform acts leading to India's independence. • Assess the contributions of prominent women leaders, social reformers, and revolutionary activists in the Indian liberation movement and their impact on Indian society and independence.
8	MJD 4	Liberation of Pondicherry	• Students will be able to critically analyse the establishment and impact of French colonial rule in Pondicherry, assess the responses and resistance to colonial policies, and articulate the roles of key national leaders and movements in the struggle for independence. • They will also demonstrate an understanding of the historical processes leading to Pondicherry's integration with India and appreciate the region's unique cultural blend of French and Indian influences.
	MID 3 A	MID-3A- Human Rights	• By the end of the course, students will understand the core principles of human rights, the international legal framework, and the role of institutions like the UN. • They will also be able to analyze human rights issues in India, including discrimination, police brutality, and child labor, and assess the role of Indian human rights bodies in addressing these challenges.
9	MID-3B	Indian Art and Architecture	• Students gain an understanding of the evolution of Indian art and architecture from prehistoric times to the Mauryan period, including rock art, pillars, caves, and palaces. • Analyze post-Mauryan and Gupta art, including Buddhist and Hindu architecture, with a focus on styles such as Gandhara, Mathura, and early temple architecture. • Explore early medieval and medieval Indian art and architecture, including Pallava, Rashtrakuta, Sultanate, and Mughal influences,

			as well as South Indian painting and Vijayanagara art.
	MLDC-3A	Introduction to Indian Constitution	• Students will understand the making of the Indian Constitution, its fundamental rights, directive principles, and the duties of Indian citizens. • Students will learn about the structure, powers, and functions of the Indian executive, legislature, and judiciary, including the roles of the Prime Minister, Council of Ministers, and the Speaker of Lok Sabha. • Students will analyze the functioning of Indian federalism, the Union-State relationship, and the role and significance of public services and Public Service Commissions.
	MLDC-3B	An Introduction to Public Administration	• Students will gain a clear grasp of Public Administration principles, its historical context, and administrative structures in India. • They will be able to describe key institutions and their roles, and analyse contemporary issues such as the evolving role of civil servants and citizen engagement mechanisms.
	SEC 3-A	An Introduction To Indian Epigraphy	• Students will understand the basics of epigraphy, including the types, structure, and historical significance of inscriptions in India. • Students will explore the origin, development, and characteristics of major Indian scripts, such as Brahmi and Kharosthi, and their evolution over time. • Students will analyze significant Indian inscriptions and eras, including famous inscriptions like Ashoka's Rock Edict XIII, Hathigumpha, and others, highlighting their historical and cultural impact.
	SEC 3-B	Archives Keepings	• Students will understand the history, significance, and development of archival practices in Europe and India. • Students will gain knowledge of the processes involved in creating, organizing, and preserving archival materials, including filing systems, preservation techniques, and retrieval tools. • Students will explore the administration, functions, and rules governing archives, including hands-on experience through field visits and project reports on archival organizations like the National Archives of India and Tamil Nadu State Archives.

Semester-IV			
10	MJD 5	Ancient India upto 8 th Century A.D	- Students will be able to outline key political and economic changes across different historical periods, recognize the significance of major empires and regional states, and understand the effects of religious and cultural developments. - They will also be able to assess the impact of invasions and the rise of new powers on the Indian subcontinent.
11	MJD 6	Ancient Civilisation	- Students will gain an understanding of the major ancient civilizations, their political and social systems, and their cultural contributions. - They will be able to analyse the influence of these civilizations on later societies and appreciate their legacies in areas such as governance, philosophy, and science.
12	MJD 7	Constitutional History of India	- Students will understand the key British legislative acts from the Regulating Act of 1773 through the Queen's Proclamation of 1858, analyzing their circumstances, provisions, and impacts on India. - Students will explore the significance of Council Acts and Reform Acts, including the Indian Councils Acts and the Minto-Morley and Montague-Chelmsford Reforms, and their influence on India's political framework. - Students will examine the constitutional developments between 1935 and 1947, including key proposals and plans leading to the formation of the Constituent Assembly and the Indian Independence Act of 1947.
	MID 4-A	Public Administration	- Students will gain a clear grasp of Public Administration principles, its historical context, and administrative structures in India. - They will be able to describe key institutions and their roles, and analyse contemporary issues such as the evolving role of civil servants and citizen engagement mechanisms.
	MID 4-B	Gandhian Ideologies	- Students will understand Gandhi's core philosophies and their applications in social, economic, and religious contexts. - They will be able to evaluate Gandhi's impact on education and apply his principles to modern issues such as rural development and personal transformation.
	Project	Summer Internship (Community Engagement)	- Students will apply historical research methods to analyze primary and secondary sources, gaining practical experience in historical inquiry. - Students will develop skills in presenting

			historical findings through projects, enhancing their understanding of historical contexts and narratives.
Semester-V			
13	MJD 8	Colonial India	Students will understand the dynamics of European colonization, British dominance, and the impacts of colonial policies. They will be able to analyse key events, reforms, and socio-economic changes that shaped India during the colonial period.
14	MJD 9	Europe in Transition- Renaissance, Revolution and Nationalist Movements	- Students will gain an understanding of the major transitions in Europe from the Renaissance through the 19th century. - They will be able to analyse the effects of geographical discoveries, scientific advancements, and political revolutions on European society. - Students will assess different theories of economic and social change and understand the rise of nationalism, particularly in the context of Italian and German unification.
15	MJD 10	Sources for the Study of Indian History	- Students will have a solid grasp of different historical sources and their roles in Indian history. - They will be skilled in source criticism, knowledgeable about historical periods, and able to work with both indigenous and foreign accounts. - Students will also be proficient in conducting independent research and engaging with various historical documentation.
	MJD 11	Winter Internship – (Industrial Training)	- Students will apply historical research methods to analyze primary and secondary sources, gaining practical experience in historical inquiry. - Students will develop skills in presenting historical findings through projects, enhancing their understanding of historical contexts and narratives.
	MID 5-A	Intellectual History of Modern World	Students will be able to critically assess the impact of Enlightenment thinkers on modern thought, compare key social and economic theories, evaluate the influence of Darwinian ideas on social policies, and articulate the significance of major social theorists in contemporary contexts.
	MID-5B	International Organisation	By the end of the course, students will understand the development and operations of major international organizations, particularly the League of Nations and the United Nations.

			• They will be able to assess the UN's effectiveness in managing conflicts, disarmament, and humanitarian issues. • Students will also grasp the influence of economic organizations like the IMF and IBRO on global economics and be familiar with regional organizations, their goals, and their impact on regional cooperation and development.
Semester-VI			
18	MJD 12	India Since Independence upto 2000 A.D	• Upon completion, students will critically analyze key events and policies in India from 1947 to 2000, including the impact of independence, partition, political leadership, conflicts, economic reforms, and social policies. • They will understand the role of communalism, caste, and educational policies in shaping contemporary India, connecting historical developments to present-day issues and policies.
19	MJD 13	New Imperialism-World War-I, Totalitarian States and World War-II	• Students will understand the motivations and impacts of New Imperialism in Africa and the key diplomatic alliances shaping Europe from 1871 to 1914. • Students will analyze the interwar period, examining the economic crises, rise of totalitarianism, and policies in Germany, Italy, Spain, and the USSR. • Students will evaluate the factors leading to World War II, including the collapse of collective security, and assess the causes, course, and consequences of the war.
20	MJD 14	History of Education in India upto 2020	• Students will understand the historical phases of Indian education, from ancient traditions to the colonial period, and the impact of British educational reforms. • Students will evaluate the development of educational policies in independent India, including key commissions and the National Education Policy 2020, and assess their influence on today's education system.
	MJD 15	Indian Constitution	• Students will understand the making of the Indian Constitution, its fundamental rights, directive principles, and the duties of Indian citizens. • Students will learn about the structure, powers, and functions of the Indian executive, legislature, and judiciary, including the roles of

			the Prime Minister, Council of Ministers, and the Speaker of Lok Sabha. Students will analyze the functioning of Indian federalism, the Union-State relationship, and the role and significance of public services and Public Service Commissions.
	MID 6-A	Environmental History of India	Students will understand the historical dynamics between human activities and the environment in the Indian subcontinent. They will be able to analyse the effects of various historical periods on environmental practices and assess contemporary environmental issues.
	MID 6- B	Gender Sensitisation	- Students will gain an understanding of gender equality, recognize gender biases, and address gender roles at home, work, and in society. - Students will critically evaluate patriarchy, gender-based violence, and familiarize themselves with Indian laws protecting women and promoting gender justice.
Semester-VII			
	MJD 16	Heritage of India	- Upon completion, students will be able to critically analyze the sources of early Indian history and the rise of ancient civilizations like Harappa and Vedic society. - They will understand the political and cultural transformations during the Mauryan and Gupta periods and appreciate India's rich architectural, literary, and religious heritage.
	MJD 17	Medieval Europe	- Students will grasp the evolution of feudal Europe, including the social, economic, and religious structures of the time. - They will understand the key impacts of the Church, technological advances, and the challenges that led to the decline of feudalism and the Middle Ages.
	MJD 18	History of Pondicherry upto 1674 A.D	By the end of the course, students will understand Pondicherry's historical and cultural significance, its religious monuments, and the impact of early European influences.
	MID 7-A	Relevance of Arthasastra in modern Economy and Administration	- Upon completing the course, students will be able to apply Kautilya's ideas to modern governance and economic policies. - They will understand key themes in Arthashastra, such as statecraft, diplomacy, and justice, and evaluate their contemporary relevance and critiques in a democratic society.
	MID 7-B	International Relations 1946-2000 A.D	Students will understand the causes and events leading to the Cold War, including key crises

			and the formation of military alliances such as NATO, SEATO, and the Warsaw Pact. • Students will analyze the significance of the Non-Aligned Movement, nuclear disarmament efforts, and the disintegration of the USSR in shaping global diplomacy and security. • Students will evaluate the impact of oil diplomacy, regional conflicts like the Arab-Israeli conflict, and the role of international organizations like the UNO, EEC, EU, SAARC, and the Commonwealth in global politics and peace.
	MID 8-A	Economic History of India 1700-1947 A.D	• Students will understand the key economic transformations in India during the colonial period, including the roles of European trading companies, the impact of revenue policies on agriculture, and the evolution of industry and infrastructure. • They will also evaluate the economic legacy of British colonialism on independent India.
	MID 8-B	French Monuments and Architecture in Pondicherry	• Students will develop an understanding of key French architectural styles such as Greek, Roman, Gothic, and Renaissance. • They will explore how French architecture evolved in Pondicherry and examine secular and religious structures. • Additionally, they will understand the principles of town planning and its application in the development of Pondicherry.
Semester-VIII			
	MJD 19	History of India 1206-1856	• By the end of the course, students will understand the major political developments of the period, analyze the administrative and social structures, and evaluate the impact of Mughal decline and British expansion on India.
	MJD 20	Historiography and Research Methodology	• By the end of the course, students will understand the evolution of historiography, major historiographical approaches, and key debates in historical theory. • They will also acquire the skills to conduct historical research and write scholarly work, including source analysis and drafting research papers.
	Research Project (or) 3 Major Disciplinary Courses	India's Foreign Policy	• Students will critically analyze the evolution and objectives of Indian foreign policy, including its relations with neighbors and global powers. • Students will assess India's role in international institutions, global governance, and its strategic engagements in economic, trade, and security

			policies, addressing key regional and global challenges.
		History of Science and Technology in India	- Students will understand the historical evolution of science and technology in India, from ancient practices to colonial influences, and key advancements in technology and medicine. - Students will assess the contributions of modern Indian scientists and institutions to different field of science.
		An Introduction to Indian Philosophy	- By the end of the course, students will understand major Indian philosophical traditions, their core metaphysical and epistemological concepts, and the different paths to liberation. - They will be able to critically analyse both heterodox and orthodox schools of thought.

4. COURSE GUIDELINES

- Updating the course in the basis of new researches and discoveries.
- Covering the main currents of the history of the world because which would give wide opening to the students to choose the area of study in Post Graduate or research level.
- Observing the historical sequences strictly.
- Proving academic flexibility to the students by offering options.
- Encouraging thematic studies.

5. REGULATIONS:

Undergraduate degree programmes of either 3- or 4-years duration, with multiple entry and exit points and re-entry option with appropriate certifications such as:

- A UG Certificate after completing 1 year (2 Semesters) of study in the chosen fields
- A UG diploma after 2 years (4 Semesters) of study
- A bachelors' degree after a 3-years (6 Semesters) of study.
- A 4-years bachelors' degree (Honours) after eight semesters programme of study. If the student completes a rigorous research project in their major area(s) of study in the 4th year of bachelors' degree (Honours with research)

TYPES OF COURSES

1. Major Disciplinary Courses (MJD)
2. Minor Disciplinary Courses (MID)
3. Multi - Disciplinary Courses (MLD)
4. Ability Enhancement Courses (AEC)
5. Skill Enhancement Courses (SEC)
6. Value Added Common Courses (VAC)
7. Internships and Community service-based projects
8. Research Project work for 4-years Honours Degree

MULTI - DISCIPLINARY COURSES (MLDC) – (9 CREDITS)

1. Natural Sciences
2. Physical Sciences
3. Mathematics and Statistics
4. Computer Science/ Applications
5. Data Analysis
6. Social Sciences
7. Humanities
8. Commerce and Management
9. Library Science
10. Media Sciences etc.

ABILITY ENHANCEMENT COURSES (AEC) - (8 CREDITS)

1. English Language
2. Languages (Tamil, Hindi and French)

SKILL ENHANCEMENT COURSES (SEC) – (9 CREDITS)

Courses aimed at imparting practical skills, Hands-on training, soft skills etc. to enhance the employability and entrepreneurship of the students. The course may be designed as per the students need and available Institutional resources.

VALUE ADDED COMMON COURSES (VAC) – (8 CREDITS)

1. Environmental Sciences/Education
2. Understanding India
3. Digital and Technological Solutions
4. Health, Wellness, Yoga Education, Sports and Fitness

INTERSHIPS

1. Summer Internship (2 Credits) – (Community Engagement and Service)
2. Winter Internship (4 Credits) – (Internship in an Industrial organisation/Training centres/Research Institutions)

RESEARCH PROJECTS - (12 CREDITS)

Students may be given necessary guidance by the Faculty Members in identifying the Research Problems, Conduct of Study and preparation of a Project Report.

MAJOR DISCIPLINARY COURSES (MJD) (60 CREDITS FOR 3 YEARS DEGREE, 80 CREDITS FOR UG (HONS) :

Discipline Specific Courses.

MINOR DISCIPLINARY COURSES (MID) (24 CREDITS FOR 3 YEARS DEGREE, 32 CREDITS FOR UG (HONS) :

Allied/ Elective subjects to the major Discipline.

It may be disciplinary/Inter-disciplinary.

LEVEL OF COURSES:

Courses are coded based on the learning outcomes, level of difficulty and academic rigour. The Coding structure is as follows:

- 0-99 – Pre-requisite course with no credits
- 100-199 – Foundation or Introductory Courses
- 200- 299 – Intermediate level Courses
- 300- 399 – Higher level Courses
- 400- 499 – Advanced Courses

COURSE DISTRIBUTION

S.No	Category	No. of Courses		Credits for a Course	Total Credits	
		3 - Years Degree	4- Years Degree		3- Year Degree	4 – Years Degree
1.	Major Disciplinary Courses (MJD) – 14+1 (Winter internship 4 Weeks)	15	20	4	60	80
2.	Minor Disciplinary Courses (MID)	6	8	4	24	32
3.	Multi - Disciplinary Courses (MLDC)	3	3	3	09	09
4.	Ability Enhancement Courses (AEC)	4	4	2	08	08
5.	Skill Enhancement Courses (SEC)	3	3	3	09	09
6.	Value Added Common Courses (VAC)	4	4	2	08	08
7.	Summer Internship – Community Engagement	1	1	2	02	02
8.	Research Projects	-	1	12	-	12
	or Additional Major Courses	-	3	4		
Total		36	44 or 46		120	160

COURSE DISTRIBUTION - SEMESTER WISE

Semester	MJD	MID	MLDC	AEC	SEC	VAC	Total
I	1	1	1	1 (Eng./Lang)	1	1 & 2	7
II	1	1	1	1	1	3 & 4	7
III	2	1	1	1	1	-	6
IV	3	1	-	1	Community Engagement	-	6
V	3	1	-	-	Winter Internship (MJD)	-	5
VI	4	1	-	-	-	-	5
VII	3	2	-	-	-	-	5
VIII	2	Research Project (or) 3 MJD Courses					3 or 5

LEVELS AND CREDITS FOR EACH SEMESTER

Semester	Levels	UG 3 Years Degree	UG 4 Years (Hons) Degree
I	100	20	20
II	100	20	20
III	200	20	20
IV	200	20	20
V	300	20	20
VI	300	20	20
VII	400	-	20
VIII	400	-	20
Total		120	160

COURSE STRUCTURE FROM THE BATCH 2024-25 ONWARDS

SEMESTER – I

Level - 100

S.No	Category	Course Code	Course Title	Credits	Lecture/Tutorial Hours
1	MJD 1		History of South India-I	4	4+1
2	MID 1-A		Select Constitutions of the Modern World	4	4+1
	MID 1-B		History of Women in India		
3	MLDC 1-A		An Introduction To Human Rights	3	3+1
	MLDC 1-B		Gandhian Thought		
4	AEC 1		English/ Tamil/French	2	2+2
5	SEC 1-A		An Introduction To Museum And Museology-I	3	3+1
	SEC1-B		Tourism in India		
6	VAC 1		VAC 1 – Environmental Science/Education	2	2+2
7	VAC 2		VAC 2 – Understanding India	2	2+2
Total				20	30

SEMESTER – II

Level – 100

S.No	Category	Course Code	Course Title	Credits	Lecture/Tutorial Hours
1	MJD 2		History of South India-II	4	4+1
2	MID 2-A		An Introduction To Political Theory	4	4+1
	MID-2-B		Geography Of India		
3	MLDC 2 A		Gender Sensitisation	3	3+1
	MLDC 2 B		Liberation of Pondicherry		
4	AEC 2 (Eng/Lang)		English/ Tamil/French	2	2+2
5	SEC 2-A		An Introduction To Museum And Museology-II	3	3+1
	SEC-2B		An Introduction to the Study of Archaeology		
6	VAC 3		VAC 3 – Digital Technology	2	2+2
7	VAC 4		VAC 4 – Health, Wellness, Yoga Education, Sports & Fitness	2	2+2
Total				20	30

SEMESTER – III

Level-200

S.No	Category	Course Code	Course Title	Credits	Lecture/Tutorial Hours
1	MJD 3		Liberation of India	4	4+1
2	MJD 4		Liberation of Pondicherry	4	4+1
3	MID 3 A		MID-3A- Human Rights	4	4+1
	MID-3B		Indian Art and Architecture		
4	MLDC-3A		Introduction to Indian Constitution	3	3+1
	MLDC-3B		An Introduction to Public Administration		
5	AEC 3 (Eng/Lang)		English/ Tamil/French	2	2+2
6	SEC 3-A		An Introduction To Indian Epigraphy	3	3+1
	SEC 3-B		Archives Keepings		
Total				20	27

SEMESTER – IV

Level - 200

S.No	Category	Course Code	Course Title	Credits	Lecture/Tutorial Hours
1	MJD 5		Ancient India upto 8 th Century A.D	4	4+1
2	MJD 6		Ancient Civilisation	4	4+1
3	MJD 7		Constitutional History of India	4	4+1
4	MID 4-A		Public Administration	4	4+1
	MID 4-B		Gandhian Ideologies		
5	AEC 4 (Eng/Lang)		English/ Tamil/French	2	2+2
6	Project		Summer Internship (Community Engagement)	2	6
Total				20	30

SEMESTER – V

Level - 300

S.No	Category	Course Code	Course Title	Credits	Lecture/Tutorial Hours
1	MJD 8		Colonial India	4	4+1
2	MJD 9		Europe in Transition-Renaissance, Revolution and Nationalist Movements	4	4+1
3	MJD 10		Sources for the Study of Indian History	4	4+1
4	MJD 11		(Winter Internship – Industrial Training)	4	6
5	MID 5-A		Intellectual History of Modern World		
	MID-5B		International Organisation	4	4+1
Total				20	26

SEMESTER - VI

Level - 300

S.No	Category	Course Code	Course Title	Credits	Lecture/Tutorial Hours
1	MJD 12		India Since Independence upto 2000 A.D	4	4+1
2	MJD 13		New Imperialism-World War-I, Totalitarian States and World War-II	4	4+1
3	MJD 14		History of Education in India upto 2020	4	4+1
4	MJD 15		Indian Constitution	4	4+1
5	MID 6-A		Environmental History of India		
	MID 6- B		Gender Sensitisation	4	4+1
Total				20	25

SEMESTER – VII

Level - 400

S.No	Category	Course Code	Course Title	Credits	Lecture/Tutorial Hours
1	MJD 16		Heritage of India	4	4+1
2	MJD 17		Medieval Europe	4	4+1
3	MJD 18		History of Pondicherry upto 1674 A.D	4	4+1
4	MID 7-A		Relevance of Arthasastra in modern Economy and Administration	4	4+1
	MID 7-B		International Relations 1946-2000 A.D		
5	MID 8-A		Economic History of India 1700-1947 A.D	4	4+1
	MID 8-B		French Monuments and Architecture in Pondicherry		
Total				20	25

SEMESTER – VIII

Level-400

S.No	Category	Course Code	Course Title	Credits	Lecture/Tutorial Hours
1	MJD 19		History of India 1206-1856	4	4+1
2	MJD 20		Historiography and Research Methodology	4	4+1
5	Research Project (or) 3 Major Disciplinary Courses		India’s Foreign Policy	12	15
			History of Science and Technology in India		
			An Introduction to Indian Philosophy		
Total				20	25

PEDAGOGICAL STYLE

1. Lecture Classes
2. Tutorial Classes
3. Experiments in Laboratory
4. Seminar Classes
5. Internships
6. Studio Activities
7. Project Work
8. Community Engagement

Every semester shall have a minimum of 20 credits.

ELIGIBILITY:

Senior Secondary School Leaving Certificate or Higher Secondary (12th Standard) Certificate obtained from Universities/ State Educational Boards.

EVALUATION

All credit courses will be evaluated based on a total of 100 marks, distributed as follows:

- Internal Assessment: 25 marks
- End Semester Examination: 75 marks

Breakup of Internal Assessment Marks:

For all credit courses, the internal assessment marks will be broken down as follows:

- A. Mid-Semester Exam: 20 marks
 - B. Percentage of Attendance: 5 marks
- (Total 25 marks)

Practical/Skill Enhancement Course

- Internal Assessment: 50 marks
- End Semester Examination: 50 marks

Summer Internship/Community Engagement:

1. Identifying the problem/Topic Selection – 20 Marks
2. Survey/Data Collection – 20 Marks
3. Analysis, Consolidation and Report Submission – 30 Marks
4. Presentation and Viva voce – 30 Marks

Winter Internship/Industrial Training:

1. Attendance – 20 Marks
2. Observational Reports Submission/Certificate – 80 Marks

Internal Test Scheme

- Mid-Semester Exams: Conducted during the 8th or 9th week from the start of classes.
- Duration of the Exam: 1 hour 30 minutes (90 minutes).

MARKS FOR ATTENDANCE

- Below 75%: 0 marks
- 75% to 80%: 1 mark
- 80% to 85%: 2 marks
- 85% to 90%: 3 marks
- 90% to 95%: 4 marks
- 95% to 100%: 5 marks
- ✓ A minimum of 70% attendance is required to be eligible to appear in the end-semester exam.
- ✓ Attendance Below 70%: Eligible for the Examination with condonation Fee.
- ✓ Attendance Below 60%: Not eligible to appear for the Examination.

END SEMESTER EXAMINATION SCHEME -THEORY SUBJECTS

- Total Marks: 75 marks
- ✓ Section A: $10 \times 2 = 20$ Marks (10 out of 12 Questions to be answered)
- ✓ Section B: $5 \times 5 = 25$ Marks (5 out of 8 questions to be answered)
- ✓ Section C: $3 \times 10 = 30$ Marks (3 Out of 5 Questions to be answered)

**BHARATHIDASAN GOVERNMENT COLLEGE FOR WOMEN
(AUTONOMOUS)
PUDUCHERRY-605008**

MEMBERS PRESENT DURING BOARD OF STUDIES MEETING

Name of the Department: History

Name of the Programme offered: U.G History (Hons)

SL.No	Name, Designation & Contact Details	Position
01	Mrs. B. Mercy Thenmozhi, HoD, Department of History, BGCW, M.G.Raod, Muthialpet, Puducherry-03 mercythenmozhi121@gmail.com, Cell: 9488494640	Chairman
02	Dr. M. Geetha, Assistant Professor, Department of History, BGCW, M.G.Raod, Muthialpet, Puducherry-03, 9443413720	Member
03	Dr. Binod Bihari Satpathy, Assistant Professor Department of History, BGCW, M.G.Raod, Muthialpet, Puducherry-03, 9438676420	Member
04	Dr. Mohammad Rais Khan, Assistant Professor, Department of History, BGCW, M.G.Raod, Muthialpet, Puducherry-03, 8076239438	Member
05	Dr. Dayaram Meena, Assistant Professor, Department of History, BGCW, M.G.Raod, Muthialpet, Puducherry-03, 9782613669	Member
06	Prof. Vipul Singh Department of History, University of Delhi, Delhi - 11007 vipulsingh.du@gmail.com/ vipulsingh.history@gmail.com 9899194594	Member (Subject Expert)
07	Prof. Prasanta Kumar Nayak Department of History, Rajiv Gandhi University, Rono Hill, Itanagar, Arunachal Pradesh prachipku@rediffmail.com, Cell: 943604555	Member (Subject Expert)
08	Prof. Kanchi Venugopal Reddy Professor & Head, Dept. of History, Pondicherry University. venugopalreddy@yahoo.com, pkp.pondyedu@gmail.com 9994190670	Member (VC Nominee)
09	Dr. Dibisha Brajasundar Garnayak Superintending Archaeologist, Archaeological Survey of India, Puri Circle, Puri, Odisha, dibishada@gmail.com 9437919887, 9777538488	Member (Representative from industry/ corporate sector/related to placement)
10	Dr. Sathya. D Post-Doctoral Fellow, Department of Humanities and Social Sciences Dr.APJ Abdul Kalam Block, Sahayadri Campus, Indian Institute of Technology (IIT), Palakkad, Kerala, 678623 8903685355	Member (Meritorious Alumnus)

***The term of nominated members shall be 3 years**

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	I	MJD-1	Credits	4
Course Code		HISTORY OF SOUTH INDIA –I	Hours	65
			IA	25
			ESE	75
Learning Objectives	• The study of South Indian history aims to explore the major dynasties and cultural developments from pre-historic times to the rise of the Imperial Cholas. • Objectives include understanding the contributions of early rulers like the Satavahanas, the social and economic structure during the Sangam Age, and the achievements of the Pallavas and Chalukyas. • By examining these topics, students will gain insights into the historical evolution and cultural advancements in South India.			
Course Content			Lecture Hour	Tutorial
Unit I	Sources of South India- Pre-historic South India – South India under the Mauryas – Satavahanas- Satakarni I, Gautamiputra Satakarni- Contribution of Satavahanas		10	3
Unit II	Sangam Age – Five Physiographical Divisions, Three kingdoms, Chera, Chola, Pandyas- Society and economy, trade and commerce- Kalabhra Interrugnum		10	3
Unit III	Pallava of Kanchi, – Mahendravarman, Narasimhavarman, Rajasimha and NandiVarman II Pallavamalla – Contribution to Art, Architecture and Literature		10	3
Unit IV	Chalukyas of Badami- Pulakesin II, Vikramaditya I- Pandyas of Madurai- Kadungon- Nedunchezhian, Srimara Srivallabha		10	3
Unit V	The Imperial Cholas - Parantaka, Rajaraja, Rajendra and Kulottunga – Administration, Art and Architecture- Revival of Pandyas- Jaatavarman SundaraPandya I, Maravarman Kulasekhara I		10	3
Suggested Readings:				
• Balasubrahmanyam, S. R. <i>Early Chola Art</i>. Bombay: Asia Publishing House, 1966. • Champakalakshmi, R. <i>Religion, Tradition and Ideology: Pre Colonial South India</i>. New Delhi: Oxford University Press, 2011. • Chopra, P. N., T. K. Ravindra, and N. Subramanian. <i>History of South India</i>. Vol. I. New Delhi: S. Chand & Co, 1979. • Gurukkal, Rajan. <i>Social Formations of Early South India</i>. New Delhi: Oxford University Press, 2010. • Heitzman, James. <i>The Gifts of Power: Lordship in Early Medieval South India</i>. New Delhi: Oxford University Press, 1992. • Karashima, Noboru. <i>A Concise History of South India: Issues and Interpretations</i>. New Delhi: Oxford University Press, 2014. • ———. <i>Ancient and Medieval Commercial Activities in the Indian Ocean</i>. Tokyo, 2002. • ———. <i>South Indian Society and Economy</i>. New Delhi: Oxford University Press, 1988. • Nilakanta Sastri, K. A. <i>A History of South India</i>. Madras: Oxford University Press, 1966. • Stein, Burton. <i>Peasant State and Society in Medieval South India</i>. New Delhi: Oxford University Press, 1980. • Subbarayulu, Y. <i>South India under the Cholas</i>. New Delhi: Oxford University Press, 2012. • Veluthat, Kesavan. <i>The Early Medieval in South India</i>. New Delhi: Oxford University Press, 2010. • Wheeler, Mortimer, Sir. <i>Ancient India</i>. Vol. II. New Delhi, 1946.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	I	MID-1A	Credits	4
Course Code		SELECT CONSTITUTIONS OF THE MODERN WORLD	Hours	65
			IA	25
			ESE	75
Learning Objectives	• The paper "Modern Governments" aim to provide students with an understanding of key constitutional principles like the separation of powers, rule of law, and party systems. • They will study and compare the constitutions of the UK, USA, Switzerland, and France, focusing on their political institutions and unique governance features such as federalism, direct democracy, and checks and balances.			
Course Content			Lecture Hour	Tutorial
Unit I	Constitution : Definition of Constitution - Meaning of State - The theory of Separation of Powers -- the Rule of Law and the Administrative Law - Party system - Convention and Usages		10	3
Unit II	Constitution of U.K. : Salient Features - The Executive - Monarchy - Prime Minister and Cabinet - The Legislature - Parliament - House of commons and House of Lords - Judiciary - Party System		10	3
Unit III	Constitution of USA. : Salient Features - Federation - President - Congress - House of Representatives and Senate -- Federal Judiciary - Supreme Court -- Judicial Review – The Theory of Separation of Powers - Checks and Balances - Party System.		10	3
Unit IV	Constitution of Switzerland : Constitution of Switzerland - Salient features - Federation –Federal council as Plural Executive - Federal Assembly - National Assembly- National Council- Federal Tribunal - Direct Democracy - Referendum - Initiative and Recall.		10	3
Unit V	Constitution of France: Main features of the Constitution- President of the Republic – Prime Minister- Parliament- law making Procedure- Judiciary Administrative Law - Party System.		10	3
Suggested Readings:				
• Bhagwan, Vishnoo, Vidya Bhushan, and Vandana Mohla. World Constitutions: A Comparative Study. New Delhi: Sterling Publishers (P) Ltd., 2018. • Church, Clive H. The Politics and Government of Switzerland. New York: Palgrave Macmillan, 2003. • Finer, H. Theory and Practice of Modern Government. London: Methuen, 1969. • Johari, J. C. Select Constitution of the World. New Delhi: Lotus Press, 2012. • Kapoor, A. C., and K. K. Mishra. Select World Constitutions. New Delhi: S. Chand & Company Pvt Ltd., 2014. • Khanna, N. Comparative Study of Government and Politics. New Delhi: R. Chand and Company, 2004. • Loughlin, Martin. The British Constitution: A Very Short Introduction. Oxford: Oxford University Press, 2013. • Macridis, R. C. The Study of Comparative Government. New York: Doubleday, 1955. • Pylee, M. V. Select Constitutions of the World. Gurgaon: Universal Law Publishing, 2016. • Ray, S. N. Modern Comparative Politics: Approaches, Methods and Issues. New Delhi: PHI Learning Private Limited, 2011. • Watts, Duncan. British Government and Politics: A Comparative Guide. Edinburgh: Edinburgh University Press, 2006.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	I	MID- 1 B	Credits	4
Course Code		HISTORY OF WOMEN IN INDIA	Hours	65
			IA	25
			ESE	75
Learning Objectives	• The course on the History of Women in India aims to acquaint students with the significant contributions of women to Indian history and culture, recognizing their roles in shaping the nation's past and present. • The course provides a broad overview of the status of women across different periods, from ancient to modern times, allowing students to grasp how their social, political, and cultural positions have evolved. • Additionally, it seeks to foster a deep understanding of the various movements and organizations that women have been part of, contributing to their empowerment.			
Course Content			Lecture Hour	Tutorial
Unit I	Women in Ancient India-Women in Vedic and post Vedic Periods- Women's Education and property rights in Ancient texts - Women in mythology and religious texts – Goddesses, heroines and womenhood in Jainism and Buddhism - The role of nuns and laywoman . Key Figures- Gargi,Maitreyi - Women in Epics : Sita, Draupadi - Sangamitra		10	3
Unit II	Women in Medieval India-The impact of Islam and the Delhi Sultanate on women’s status- Women and Bhakti Movement- Mughal Women and court life- Social customs--Sati-Purdah-marriage practices. Key Figures- Rani Durgavati, Razia Sultana, Nur Jahan, Bhakti and Sufi saints: Mirabai, Akka Mahadevi, Lal Ded		10	3
Unit III	Women in Colonial India: The role of women in the freedom struggle; Colonial reforms and women’s rights: Education, suffrage, and marriage laws; The rise of women’s organizations: Social reform debates-Key Figures- Sarojini Naidu, Aruna Asaf Ali.		10	3
Unit IV	Women in Post Independent India: Women and the Indian Constitution, Legal Rights-Key Figures:- Vijaya Lakshmi Pandit, Indira Gandhi, Medha Patkar, Irom Sharmila, Kiran Bedi		10	3
Unit V	Representation of Women in contemporary India: In Art-Folk Art -Literature – Women in Public Services.		10	3
Suggested Readings:				
• Basu, Aparna. "The Role of Women in the Indian Struggle for Freedom." In Indian Women: From Purdah to Modernity, edited by R. Nanda, 79–90. New Delhi: Nehru Memorial Museum and Library and Vikas/Radiant Publications, 1990. • Forbes, Geraldine. Women in Modern India. Cambridge: Cambridge University Press, 1996. • Lal, Ruby. Domesticity and Power in the Early Mughal World. Cambridge: Cambridge University Press, 2005. • Menon, Ritu, and Kamla Bhasin. Borders & Boundaries. Delhi: Kali for Women, 1998. • Ramaswamy, Vijaya. "Aspects of Women and Work in Early South India." In Women in Early Indian Societies, edited by Kumkum Roy, 35–60. New Delhi: Oxford University Press, 2000. • Sharma, Sunil. "From ‘Ā’ esha to Nur Jahān: The Shaping of a Classical Persian Poetic Canon of Women." Journal of Persianate Studies 2 (2009): 148–164.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	I	MLDC- I-A AN INTRODUCTION TO HUMAN RIGHTS	Credits	3
Course Code			Hours	52
			IA	25
			ESE	75
Learning Objectives	- The paper "Introduction to Human Rights" provides students with a foundational understanding of human rights principles, their historical development, and the international frameworks that govern them. - Students will study international human rights law, including the UDHR, ICCPR, and ICESCR, as well as key human rights categories like civil, political, economic, and social rights. - They will also explore specific issues such as women's rights, children's rights, and refugee rights, and learns about the mechanisms for enforcing human rights, both internationally and in India.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction to Human Rights and Human Rights Principles- Definition and Significance - Historical Development- International human rights framework - Universality and Indivisibility of human rights- Interdependence and interrelatedness-Equality and non-discrimination- Participation and Inclusion.		10	1
Unit II	International Human Rights Law - United Nations Charter- Universal Declaration of Human Rights -(UDHR) International Covenant on Civil and Political Rights (ICCPR)-International Covenant on Civil and Political Rights (ICESCR).		10	1
Unit III	Human Rights Categories and Specific Issues - Civil and Political Rights- Economic, Social and Cultural Rights - Collective Rights. Issues - Right to life and Capital Punishment-Women's Right and Gender Equality- Freedom from torture and cruel treatment-Children's Rights- Refugee and Migrant Rights - Disability Rights.		9	1
Unit IV	Human Rights Mechanisms and Development - United Nations Human Rights Council- Special Rapporteurs and Working Groups-Human Rights Treaty Bodies -Regional Human Right Systems - Millennium Development Goals(MDGs)- Sustainable Development Goals (SDGs)		9	1
Unit V	Human Rights in India - Constitutional Framework - Fundamental Rights - Human Right Institutions - National Human Rights Commission (NHRC) State Human Rights Commission (SHRC) National Commission for Women (NCW) National Commission for Minorities (NCM) National Commission for Scheduled Caste (NCSC) National Commission for Scheduled Tribes (NCST)-Issues - Caste discrimination - Gender discrimination- Communal Violence- Custodial deaths and police brutality- Child labour and Child Rights - Disability Rights- Manual Scavenging - Remarkable judgments and Initiatives.		9	1
Suggested Readings:				
- Devi, Rameshwari. Human Rights in the Modern World. New Delhi: Mahamaya, 2004. - Fleiner, Thomas. What is Human Rights. NSW: Federation Press, 1999. - Griffin, James. On Human Rights. New Delhi: Oxford University Press, 2008. - Muthirulandi, Raja. Human Rights. New Delhi: PHI Learning, 2000. - Selvam, S. Human Rights Education: Modern Approaches and Strategies. New Delhi, 1970. - Subramanian, S. Human Rights. 2 vols. New Delhi: Manas, 1997.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	I	MLDC- I-B GANDHIAN THOUGHT	Credits	3
Course Code			Hours	52
			IA	25
			ESE	75
Learning Objectives	- The course on Gandhian Thought aims to introduce students to Mahatma Gandhi's key philosophies, including non-violence (Ahimsa), truth force (Satyagraha), and self-rule (Swaraj). - It explores his views on social justice, economic equality, and rural development, as well as his religious inclusiveness and educational reforms. - Students will also learn how to apply Gandhian principles to contemporary issues like environmental sustainability and personal development.			
Course Content			Lecture Hour	Tutorial
Unit I	Gandhian Philosophy: Ahimsa - Satyagraha - Sarvodaya - Swaraj - Swadesi.		10	1
Unit II	Gandhian Society & Economic Thoughts: Social Justice - Women Empowerment - Communal Harmony- Rural Development. -Economic Equality- Self Sufficiency- Decentralization - Village Industries- Khadi.		10	1
Unit III	Gandhian Religion: Inclusiveness of religions - Non-Sectarianism - Personal spirituality - Religious Toleration - Dharma - Satya - Ahimsa - Bhakti - Moksha - Karmayoga - Sarvadharmas Sambhava		9	1
Unit IV	Gandhian Educational system - Nai Talim system - Free Compulsory Education - Mother Tongue Instruction - Vocational Education - Less Expensive, Education - Student Centric Learning - emphasis on Values.		9	1
Unit V	Application of Gandhian Thought - Rural Development - Environmental Sustainability- Skill Enhancement - Decentralization of powers - Self-awareness- Personal Transformation.		9	1
Suggested Readings:				
- Bidyut Chakrabatty ed., Nonviolence: Challenges and Prospects, New Delhi: Oxford University Press, 2014. - Bidyut Chakrabatty, Social and Political Thought of Mahatma Gandhi, Routledge, New York, 2006 - Dasgupta, Ajit, K. (1996). Gandhi's Economic Thought. London: Routledge. - Kumarappa, J.C. (1962). Gandhian Economic Thought. Varanasi: Sarva Seva Sangh. - Mehta, Usha (2008). The multi-dimensional thought of Mahatma Gandhi. Mumbai: Mani Bhavan Gandhi Sangrahalaya. - M K Gandhi, An Autobiography or the Story of My Experiments with Truth, Ahmedabad: Navajivan, 1948. - Bhattacharyya, Buddhadeva (1969). Evolution of the political philosophy of Gandhi. Calcutta: Calcutta Book House. - Mishra, Anil Dutta and Yadav, Sushma (2005). Socio-political thought of Gandhi. New Delhi: Concept Publishing Company, 2005. - RadhaKrishnan, N. (1995). Gandhi: The quest for tolerance and survival. New Delhi: Gandhi Smriti and Darshan Samiti.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	I	SEC I- A AN INTRODUCTION TO MUSEUM AND MUSEOLOGY-I	Credits	3
Course Code			Hours	52
			IA	50
			ESE	50
Learning Objectives	- The paper "Introduction to Museum and Museology-I" aims to familiarize students with the key concepts of museums, their classifications. - It covers the historical development of museums globally and in India, along with the museum movement in India. - Students will learn about the functions of museums, including collection management, conservation, and exhibition principles. - The course also introduces significant Indian museums, such as the National Museum and Indian Museum.			
Course Content			Lecture Hour	Practical /Field Visit
Unit I	Museum-Meaning, Definition, Classifications: Museum: Origin, Definition and Purpose; Museology and Museography: Meaning; Museum Aims and Functions of Museum; Types of Museum- Museum functionaries		6	5
Unit II	Development of Museology – Historical Perspective: Development of Museology – Historical Perspective; History of Museum: World Context and Indian Museums; Museum movement in India.		6	5
Unit III	Functions & Administration of Museum: Collection-History, Ethics & Policy; Museum: Documentation & Conservation; Purpose and Principles of Display & Exhibition.		5	5
Unit IV	Role, Importance and Museum Organizations: Museum as centre of Education; Importance – Cultural, Social, Economic; National and International organizations – MAI, ICOM.		5	5
Unit V	Museums in India: National Museum, Delhi; Indian Museum, Calcutta; Egmore Museum, Chennai; Pondicherry Museum & Puduvai Museum.		5	5
Suggested Readings:				
- Banerjee, N. R. Museum and Cultural Heritage in India. New Delhi: Agam Kala, 1990. - Butler, Patricia M. Temporary Exhibitions. London, 1970. - Carbonell, B. M., ed. Museum Studies: An Anthology of Contexts. Oxford: Blackwell, 2004. - Dickey, Jennifer W., Samir El Azhar, and Catherine M. Lewis, eds. Museums in a Global Context: National Identity, International Understanding. Washington, DC: AAM Press, 2013. - Greenberg, Reesa, Bruce W. Ferguson, and Sandy Naime, eds. Thinking About Exhibitions. London: Routledge, 1996. - Hooper-Greenhill, Eilean. Museums and the Interpretation of Visual Culture. New York: Routledge, 2000. - Karp, Ivan, and Steven D. Lavine, eds. Exhibiting Cultures: The Poetics and Politics of Museum Display. Washington, DC: Smithsonian Institution Press, 1991. - Knell, Simon, Suzanne Macleod, and Sheila Watson, eds. Museum Revolutions: How Museums Change and Are Changed. London: Routledge, 2007. - Morley, Grace. Museums Today. Baroda: Department of Museology, M.S. University, 1981. - UNESCO. "Museums and Education." Museum 21, no. 1 (1968): 1-10.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	I	SEC I- B TOURISM IN INDIA	Credits	3
Course			Hours	52
Code			IA	50
			ESE	50
Learning Objectives	- The course aims to provide students with an understanding of the development and scope of tourism in India, focusing on key government initiatives like the Sargeant Committee and the ITDC. - They will gain insight into India's cultural tourism, including its lifestyle, art, architecture, and traditional medicine. - The course also emphasizes evaluating the economic, social, and environmental impacts of tourism while providing knowledge about major tourist destinations in India.			
Course Content			Lecture Hour	Tutorial
Unit I	Scope and Development of Tourism in India – India a land of all seasons – Sargeant Committee – Tourism information offices – Formation of the Ministry of Tourism and Civil Aviation –Department of Tourism – Tourist information offices – Formation and Function of the India Tourism Development Corporation (ITDC).		6	5
Unit II	Tourist Accommodations and Travel Agencies in India – Hotels, Motels, Resorts – Grading system – Star category, Economic Category and Budget category.		6	5
Unit III	Cultural Tourism in India – Indian Life Style – Dress, Food, Social Customs - Music and Dance – Art, Architecture and Literature – Indian Medicine – Naturopathy, Siddha and Ayurvedic.		5	5
Unit IV	Economic and Social Impact of Tourism in India – Infra-structural Developments – Employment benefits – Foreign Exchange – Balance of payment – Environmental degradation.		5	5
Unit V	Selective Tourist Destinations of India – Red Fort, Jaisalmer Fort, TajMahal, Mysore Palace, Cellular Jail, Gateway of India, Sundarbans National Park and Periyar Wildlife Sanctuary.		5	5
Suggested Readings:				
- Acharya, R. <i>Tourism & Cultural Heritage of India</i>. Jaipur: ROSA Publication, 1986. - Annamalai Murugan. <i>Tourism and Hospitality Management</i>. ND Publishers. - Chottopadhyay, K. <i>Economic Impact of Tourism Development: An Indian Experience</i>. Delhi: Kanishka Publishers, 1995. - Cooper, Chris, John Fletcher, David Gilbert, and Stephen Wanhill. <i>Tourism: Principles and Practice</i>. New York: Addison Wesley Longman Publishing, 2002. - Jacob, R., S. Joseph, and A. Philip. <i>Indian Tourism Practices</i>. New Delhi: Abhijit Publications, 2007. - Kamra, K. K., and Mohinder Chand. <i>Basics of Tourism: Theory, Operation, and Practice</i>. New Delhi: Kanishka Publishers, 2002. - Prasad, V. V. V., and V. B. T. Sundari. <i>Travel and Tourism Management</i>. New Delhi: Excel Books, 2009. - Rai, H. C. <i>Hill Tourism Planning & Development</i>. 1998. - Raina, A. K., and C. L. Raina. <i>Fundamentals of Tourism and Indian Religion: Principles and Practices</i>. New Delhi: Kanishka Publishers, 2005. - Sharma, U. <i>Festivals in Indian Society</i>. New Delhi: Mittal Publication, 2008. - Sundari, V. B. T. <i>Bharatiya Sanskruthi Paryataka Rangam</i>. 2012				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	I	VAC 1	Credits	2
Course Code		ENVIRONMENTAL EDUCATION For compulsory to Undergraduate course students	Hours	52
			IA	25
			ESE	75
Learning Objectives	- Students will understand key environmental concepts, including resource management, ecosystem dynamics, and biodiversity conservation. - They will be able to identify sources of pollution, their impacts, and control measures, as well as strategies for effective waste and disaster management.			
Course Content			Lecture Hour	Tutorial
Unit I	Multidisciplinary nature of environmental studies: Definition, scope and importance; Need for public awareness, Environmental ethics: Issues and possible solutions, Environment Protection Act.		10	1
Unit II	Natural Resources, Renewable and Non-renewable Resources: Forest resources: Use and over-exploitation, deforestation, Timber extraction, Water resources: Use and over-utilization of surface and ground water, floods, drought, dams-benefits, and problems. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources. Land resources: Land as a resource, land degradation, soil erosion and desertification.		10	1
Unit III	Ecosystems: Concept of an ecosystem; Structure and function of an ecosystem; Energy flow in the ecosystem; Food chains, food webs and ecological pyramids; Characteristic features, structure and function of- Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems.		9	1
Unit IV	Biodiversity and its conservation: Introduction – Definition: genetic, species and ecosystem diversity, Bio-geographical classification of India, India as a mega-diversity nation, Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic values, Hot-spots of biodiversity, Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts, Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.		9	1
Unit V	Environmental Pollution: Definition, cause, effects, and control measures of: Air pollution, Water pollution, Soil pollution, Noise pollution, Thermal pollution, nuclear hazards; Solid waste management: Causes, effects, and control measures of urban and industrial wastes; Disaster management: floods, earthquake, cyclone and landslides.		9	1
Suggested Readings:				
- Odum, E. P., Barrett G., W., Fundamentals of Ecology, 5ed., Cengage Learning, 2011. - Sharma, P. D., Ecology and Environment, Rastogi Publications, 2011. - Erach Bharuch, Environmental Studies, 1st Ed. Universities Press, 2005. - Anil K.Dey & Arnab K.De, Environmental and Ecology, 1st Ed., New Age International, 2009. - Anubha Kaushik, Environmental Science and Engineering, 5th Ed, New Age International, 2016. - Eugene P. Odum and W.B.Saunders, Fundamentals of Ecology, , 1st Ed, London, 1971. - Tyler Miller, Environmental Science, , 14th Ed., Cengage, 2014. - Rajgopalan, Environmental Studies, From Crisis to Cure, 3rd Ed., Oxford University Press, 2015.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	I	VAC 2	Credits	2
Course Code		UNDERSTANDING INDIA	Hours	52
			IA	25
			ESE	75
Learning Objectives	- Students would be able to understand India in geographical, historical, social, cultural and political settings. At the end of the semester, the students will be able to appreciate the multicultural and multifaceted nature of India. - In addition, students will acquire a nuanced understanding of India's social and religious structures, including the roles of caste, religion, and gender in shaping Indian society. - Finally, they will be prepared to discuss India's influence and role in international relations, making connections between its domestic policies and global position.			
Course Content			Lecture Hour	Tutorial
Unit I	Geography of India - India on the map of the world and its neighbouring countries - Geographical diversities		10	1
Unit II	History of India - India’s Freedom Struggle - An introduction to Indian knowledge systems		10	1
Unit III	Communicating Culture - Oral narratives: Myths, tales and folklore - Introduction to the Tribal Cultures of India		9	1
Unit IV	Indian Social Structure Continuity and change of the Indian Social Structure: Caste, Community, Class and Gender		9	1
Unit V	Understanding Indian Polity - The evolution of State in India: Nature and origin - Interpretating India: Traditional, Modern and Contemporary - Constitution as a living document		9	1
Suggested Readings:				
- Ramesh Dutta Dikshit, Political Geography: Politics of Place and Spatiality of Politics, Macmillan Education,2020. - Tirtha, Ranjit, Geography of India, Rawat Publs., Jaipur & New Delhi, 2002. - Tiwari, R.C. Geography of India. Prayag Pustak Bhawan, Allahabad, 2007. - Chandra, Bipan, Amales Tripathi & Barun De, Freedom Struggle, National Book Trust, New Delhi, 1972. - Husain, S. Abid. The National Culture of India, National Book Trust, New Delhi, 2003. - Kapoor, Kapil and Avadesh Kumar Singh ed. Indian Knowledge Systems, 2 Volumes, DK Printworld, New Delhi, 2005. - Singh, Y. Caste and Class : Some Aspects of Continuity and Change, 1968. - Gupta, D. Interrogating caste: understanding hierarchy and difference in Indian society. India: Penguin Books, 2000. - Madhav Khosla. The Indian Constitution. New Delhi, Oxford University Press, 2012. - Thapar, Romila. Indian Cultures as Heritage: Contemporary Pasts. London, Seagull Books, 2021. - Venkataramghavan Subha Srinivasan. The Origin Story of India’s States. Penguin Random House India Private Limited, 25 Oct. 2021.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	II	MJD 2	Credits	4
Course Code		HISTORY OF SOUTH INDIA-II	Hours	65
			IA	25
			ESE	75
Learning Objectives	- Students will be able to identify significant historical developments and rulers in South India, understand the impact of political and administrative changes, and evaluate the contributions of various kingdoms to art and literature. - They will gain insights into the dynamics of regional power shifts and their broader implications for South Indian history.			
Course Content			Lecture Hour	Tutorial
Unit I	Political Conditions of South India on the Eve of the Muslim Invasion – Hoyasalas – Yadavas - Kakathiyas – Kalachuri usurpation- South Indian Invasions of Khajis and Tughluqs		10	3
Unit II	Foundation of Vijayanagara Kingdom – Sangama Dynasty- Harihara and Bukka, Devaraya I, Devaraya II- Saluva Usurpation- Tuluva dynasty – Krishna Devaraya- Conquests – the Battle of Talikota – Aravidu dynasty- Venkata II		10	3
Unit III	Bahamani Kingdom – Alauddin Bahman Shah, Ahamad Shah and Mahammad Shah III- Mohammad Gawan – Break up of the Bahamani Kingdom-		10	3
Unit IV	Vijayanagara administration – Nayankara System, Ayagar System- Administration of Bahamani rulers- Contribution to Art and Literature- Socio- Economic Conditions		10	3
Unit V	The Marathas – Shivaji and his conquests- Administration- Shambhaji- Tarabai- Civil war- Ascendency of Peshwas		10	3
Suggested Readings:				
- Chopra P.N., T.K. Ravindra & N. Subramanian , History of South India Vo: I, S. Chand & Co, New Delhi, 1979 - Karashima, Noboru, A Concise History of South India: Issues and Interpretations, OUP, New Delhi, 2014 - NilakantaSastri , K.A., A History of South India, OUP, Madras, 1966 - Stein, Burton, Peasant State and Society in Medieval South India, New Delhi: OUP, 1980. - Balasubrahmanyam, S.R., 1966, Early Chola Art, Asia Publishing House, Bombay. - Champakalakshmi, R., Religion, Tradition and Ideology: Pre Colonial South India, New Delhi: OUP, 2011. - Gurukkal, Rajan., Social Formations of Early South India, New Delhi: OUP, 2010. - Heitzman, James, The Gifts of Power; Lordship in Early Medieval South India, Oxford University Press, 1992. - Karashima, Noboru, South Indian Society and Economy, Oxford University Press, 1988. - Karashima, Noboru. Ancient and Medieval Commercial Activities in the Indian Ocean, Tokyo, 2002. Wheeler, Mortimer Sir, Ancient India, vol II New Delhi, 1946. - Stein, Burton, Peasant State and Society in Medieval South India, New Delhi Oxford University Press, 1980. - Subbarayulu, Y., South India under the Cholas, New Delhi: OUP, 2012. - Veluthat, Kesavan., The Early Medieval in South India, New Delhi: OUP, 2010.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	II	MID 2 A AN INTRODUCTION TO POLITICAL THEORY	Credits	4
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	• The course introduces key concepts in political theory, including the nature and scope of political science, theories of the state, and the functions of government organs. • Students will explore different forms of government and concepts such as sovereignty, liberty, and law.			
Course Content			Lecture Hour	Tutorial
Unit I	Definition, Nature, Scope and Methods of Political Science-Relation with other Social Sciences		10	3
Unit II	State- Constituent elements- Origin and evolution of state- Divine Origin Theory- Force Theory- Patriarchal and Matriarchal Theories- Social Contract Theory- Thomas Hobbes, John Locke and Jean Jacques Rousseau- Evolutionary Theory		10	3
Unit III	Organs of Government- Legislature- Executive – Judiciary- Theory of Separation of powers.		10	3
Unit IV	Classification of Governments- Monarchy- Dictatorship- Aristocracy- Democracy		10	3
Unit V	Sovereignty- Types of Sovereignty- Austin’s Theory of Sovereignty- Liberty- Different Kinds of Liberty- Relation between Liberty and Equality- Law- Classification of Laws- Sources of Laws		10	3
Suggested Readings:				
• Agarwal, Political Theory, S. Chand, New Delhi, 1976 • Appadorai, A., The Substance of Politics, OUP, Madras, 1957 • Gaus Gerald and Chadran Kukuthas, Handbook of Political Theory, Sage, New Delhi, 2004 • Gokhale, B.K., Political Science, A.R. Seth & Co, Bombay, 1960 • Hoffman, John, A Glossary of Political Theory, Edinburg University Press, Edinburg, 2007 • Rosen, Micheal and Jonathan Wolff, Political Thought, OUP, Oxford, 1999				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	II	MID 2- B GEOGRAPHY OF INDIA	Credits	4
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	• The course aims to provide a foundational understanding of India's physical geography, including topography, drainage systems, soils, and climate phenomena like El Nino. • Students will also explore the distribution and utilization of natural resources such as forests, minerals, and water, and examine India's demographic trends, economic sectors, and transport infrastructure.			
Course Content			Lecture Hour	Tutorial
Unit I	Physical Geography- Topography- Drainage Systems, Soils- Climate-Phenomena of El-Niño.		10	3
Unit II	Resources, of India: Forest Resources, Water Resources & National Water Policy, Mineral Resources- distribution and utilisation of iron ore, coal, petroleum, Natural gas; Generation of Power.		10	3
Unit III	Demography of India: Distribution and Density, Racial composition and Demographic structure, trend of population growth, Literacy and Migration of population.		10	3
Unit IV	Economic Geography of India: Agriculture- Horticulture, Green Revolution, industrial development: Iron & Steel, Cotton and Textile Industry, Automobile, Information Technology, Tourism in India.		10	3
Unit V	Transport and Trade: Development of logistics, Ports and Railway, Import & Export.		10	3
Suggested Readings:				
• Deshpande, C. D. <i>India: A Regional Interpretation</i>. New Delhi: ICSSR, 1992. • Khullar, D. R. <i>India: A Comprehensive Geography Reference Book</i>. • Mandal, R. B., ed. <i>Patterns of Regional Geography – An International Perspective</i>. Vol. 3, <i>Indian Perspective</i>. 1990. • Sharma, T. C. <i>Economic Geography of India</i>. Jaipur: Rawat Publication, 2013. • ———. <i>India - Economic and Commercial Geography</i>. New Delhi: Vikas Publishing, 2003. • Singh, Jagdish. <i>India - A Comprehensive & Systematic Geography</i>. Gorakhpur: Gyanodaya Prakashan, 2003. • Singh, R. L. <i>India: A Regional Geography</i>. National Geographical Society of India, 1971. • Spate, O. H. K., and A. T. A. Learmonth. <i>India and Pakistan: A General and Regional Geography</i>. London: Methuen, 1967.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	II	MLDC 2 GENDER SENSITISATION	Credits	3
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	• This paper intended to understanding of gender issues and promotes gender equality. Students will explore the necessity of gender studies, desirable gender values, and individual uniqueness. • The course will examine the roles and responsibilities associated with marriage and childbirth, focusing on their impact on personal and societal levels. • Students will address gender reconciliation by recognizing and respecting diverse roles and opportunities across different settings.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction: Necessity of Gender Studies-Gender Equality – Desirable Gender related Values-Identifying the uniqueness of individuals.		10	3
Unit II	Marriage and Child Birth- Choices and option –Goal of marriage –Role in home making-Role in generating income-Role in maintenance of relationship-Role in nation Building		10	3
Unit III	Gender Reconciliation- Regarding, Respecting, and Recognising over another at home, work place and Society Everywhere-Appropriate role and opportunity in societal and cultural entities.		10	3
Unit IV	Patriarchy and its excess- Issue because of Excess of Patriarchy – Eve teasing- Dowry bias in treatment –Domestics works and violence-Sexual Harassment		10	3
Unit V	Laws Related Women in India- The Immoral Traffic (Prevention) Act, 1956; The Dowry Prohibition Act, 1961 (28 of 1961) (Amended in 1986), The Commission of Sati (Prevention) Act, 1987 (3 of 1988); Protection of Women from Domestic Violence Act, 2005; The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013; The Criminal Law (Amendment) Act, 2013; The Indecent Representation of Women (Prohibition) Act, 1986;		10	3
Suggested Readings:				
• Abbott, Pamela, Claire Wallace, and Melissa Tyler. <i>An Introduction to Sociology: Feminist Perspectives</i>. London: Routledge, 2005. • Bell, Norman W., and Ezra F. Vogel, eds. <i>A Modern Introduction to the Family</i>. New York: The Free Press, 1968. • Dannenbaum, Tom, and Keya Jayaram. <i>Combating Sexual Harassment at the Workplace: A Handbook for Women, Employers, and NGOs</i>. Mumbai: India Centre for Human Rights and Law, 2005. • Evans, Mary, and Carolyn H. Williams. <i>Gender: The Key Concepts</i>. Oxon: Routledge, 2013. • Lawyers Collective, Women’s Rights Initiative. <i>Law Relating to Sexual Harassment at the Workplace</i>. New Delhi: Universal Law Publishing Co. Pvt. Ltd., 2004. • Lips, Hilary M. <i>Gender: The Basics</i>. Oxon: Routledge, 2014. • Mulvey, Laura. <i>Visual and Other Pleasures</i>. Bloomington: Indiana University Press, 1989. • Thompson, John B. <i>The Media and Modernity: A Social Theory of the Media</i>. Stanford: Stanford University Press, 1995. • Woodward, Kath. <i>The Short Guide to Gender</i>. New Delhi: Rawat Publications, 2012.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	II	SEC 2- A	Credits	3
Course Code		INTRODUCTION TO MUSEUM & MUSEOLOGY II	Hours	52
			IA	50
			ESE	50
Learning Objectives	- The paper "Introduction to Museum & Museology II" focuses on the conservation and preservation of museum and heritage materials. - The course covers preventive conservation techniques, risk mitigation, and the socio-cultural, ethical, and legal aspects of heritage conservation. - Students will engage in promotional activities, research, and hands-on fieldwork, gaining practical experience in conservation techniques and the use of scientific equipment.			
	Course Content		Lecture Hour	Tutorial
	Unit I	Definition and Concepts - Conservation and Preservation: Definitions of conservation – preventive, remedial and restoration; Classification of Museum Objects, Evolution of Conservation in India; Traditional Conservation Methods in India; General Methods of Conservation in India; Ethics of conservation.	6	5
	Unit II	Agent of Deterioration of Museum Objects – Causes and types of deterioration – Atmospheric Agent:- Effects of light, Humidity, Temperature and Pollution; Agent of Bio-deterioration:- Symptoms of Bio-deterioration; Fungi, Insects, Rodents and Birds; Human as an Agent of Destruction:- Carelessness, Mishandling, Neglect; and Vandalism; Disasters: Fire, Flood, and Earthquake.	6	5
Unit III	Preventive Conservation - Preventive conservation: significance and effectiveness, and implementation in storage, exhibitions and transit through-Environmental control – monitoring of light and UV radiations, R.H, Temperature and pollutants and application of control measures; Monitoring and control; Integrated Pest Management – identification, control and termination of pests; various fungicides, insecticides and rodenticides. Good practices of Housekeeping and Rules of handling museum objects.	5	5	
Unit IV	Curative Conservation and Restoration in Museum: Methodology of Remedial conservation & restoration – techniques of examination, diagnosis of type and extent of decay, documentation and testing of probable treatments, <i>Conservation of Metallic Objects</i> : Factors of destruction & Chemical conservation of Metal Objects; <i>Conservation of Inorganic Objects</i> -Stone, Ceramics, Glass and Glazes; <i>Organic Objects</i> -Wood, Leather, Bone, Horn and Ivory, Paper Based objects, Palm leaf Manuscripts, Textiles and Leather objects;; <i>Conservation of Paintings</i> on different substrate such as wall, canvas, paper, wood, textiles, palm leaf etc.	5	5	
Unit V	Field Work – Visiting Museums - Galleries – Note Taking – Photography – Videography -Learning physical conservation techniques – Chemical treatments –Manuscript conservation - Conservation and restoration of heritage materials – Non-destructive conservation techniques – Use of various scientific equipment – ICT Techniques – Labelling-Report Writing.	5	5	
Suggested Readings:				
Carbonell, B. M., ed. <i>Museum Studies: An Anthology of Contexts</i>. Oxford: Blackwell, 2004.				

- Cronyn, J. M. *Elements of Archaeological Conservation*. London: Routledge, 1995.
- Ghose, Arun. *Conservation and Restoration of Cultural Heritage*. Delhi: Agam Kala, 1989.
- Greenberg, Reesa, Bruce W. Ferguson, and Sandy Nairne, eds. *Thinking About Exhibitions*. London: Routledge, 1996.
- Hooper-Greenhill, Eilean. *Museums and the Interpretation of Visual Culture*. New York: Routledge, 2000.
- Karp, Ivan, and Steven D. Lavine, eds. *Exhibiting Cultures: The Poetics and Politics of Museum Display*. Washington, DC: Smithsonian Institution Press, 1991.
- Macdonald, Sharon, ed. *A Companion to Museum Studies*. Oxford: Blackwell Publishing, 2006.
- Marstine, Janet, ed. *New Museum Theory and Practice: An Introduction*. Oxford: Blackwell, 2006.
- Planning Commission, Government of India. *Faster, Sustainable, and More Inclusive Growth: An Approach to the Twelfth Five Year Plan (2012–17)*. New Delhi: Planning Commission, 2011.
- Plenderleith, H. J. *Conservation of Cultural Property & Works of Art*. Paris: UNESCO, 1956.
- Singh, A. P. *Conservation and Museum Techniques*. Delhi: Agam Kala, 1987.

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	II	SEC 2-B	Credits	3
Course Code		AN INTRODUCTION TO THE STUDY OF ARCHAEOLOGY	Hours	52
			IA	50
			ESE	50
Learning Objectives	- The objective of this course is to provide students with a comprehensive understanding of archaeological principles, including key terminology and concepts, the interdisciplinary connections between archaeology and other fields, and the historical development of archaeological practices, particularly in India. - Students will also learn about various methods of exploration and excavation, and gain familiarity with significant archaeological sites in India from different historical periods.			
Course Content			Lecture Hour	Tutorial
Unit I	Definition & scope of Archaeology -Terms and Concepts in Archaeology- Pre-history- Proto History and History; Artefact, Site, Culture, Exploration, Excavation- Sources of Archaeology: Monuments- Inscriptions-Coins.		6	5
Unit II	Interdisciplinary Nature of Archaeology: Relationship of Archaeology with other disciplines History and Anthropology- Impact of pure sciences on Archaeology, Scientific dating in Archaeology-Relative and Absolute methods.		6	5
Unit III	History of Archaeology- Origin and evolution of archaeological studies – History of Archaeology in India- Institutional growth in the field of Epigraphy and Archaeology –Oriental Studies - Establishment of Professional organisations and institutions		5	5
Unit IV	Methods and Theory in Archaeology: Exploration and Excavation Methods sExploration Methods – Determination of archaeological data – Types of archaeological sites -On-site investigations – Site Survey methods – Excavation Methods – Excavation of a burial.		5	5
Unit V	Important Archaeological sites in India- Palaeolithic sites: Bhimbetka, Attirampakkam Neolithic Sites: Paiyampalli, Nagarjunakonda- Proto– Historic sites: Mohenjodaro, Harappa, Lothal, Dholavira - Iron Age/Early Historic sites: Kodumanal, Hallur, Pattanam.		5	5
Suggested Readings:				
- Agrawal, D.P. <i>The Archaeology of India</i>. London: Curzon Press, 1982. - Chakrabarti, Dilip K. <i>A History of Indian Archaeology: From the Beginning to 1947</i>. New Delhi: Munishiram Manoharlal, 1988. - Chakrabarti, Dilip K. <i>India: An Archaeological History – Palaeolithic Beginnings to Early Historic Foundations</i>. New Delhi: Oxford University Press, 1999. - Daniel, Glyn E. <i>The Origins and Growth of Archaeology</i>. London: Pelican Books, 1967. - Ghosh, A., ed. <i>An Encyclopaedia of Indian Archaeology</i>. 2 vols. New Delhi: Munishiram Manoharlal, 1988. - Rajan, K. <i>Archaeology: Principles and Methods</i>. Tanjavur: Manoo Pathippakam, 2002. - Raman, K.V. <i>Principles and Methods of Archaeology</i>. Madras: Parthajan Publications, 1986. - Thapar, B.K. <i>Recent Archaeological Discoveries in India</i>. Paris: Unesco, 1985.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	II	VAC 3	Credits	2
Course Code		DIGITAL TECHNOLOGY (University Common Syllabus)	Hours	52
			IA	25
			ESE	75
Learning Objectives	- By the end of this course, learners will understand the evolution and significance of digital technologies, communication systems, and computer networks. - They will gain insights into digital financial tools, cyber security, and emerging technologies like AI and block chain, equipping them to navigate and leverage the digital landscape effectively.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction and Evolution of Digital System: Role and Significance of Digital technology; Information & Communication Technology & Tool. Computer System & its Working, Software and its type, Operating Systems, Types & Functions, Problem Solving Algorithms and Flowcharts		10	1
Unit II	Communication System: Principles, Model & Transmission Media, Computer Networks and Internet: Concept & Applications, WWW, Web Browsers, Search Engines, Messaging, Email, Social Networking, Computer Based Information System, Significance and Types, E-Commerce & Digital Marketing, Basic Concepts, Benefit & Challenges.		10	1
Unit III	Digital India & e-Governance: Initiatives, Infrastructure, Services and Empowerment, Digital Financial Tools, Unified Payment Interface, Aadhar Enabled Payment System, USSD Credit/Debit Cards, e-Wallets, Internet Banking, NEFT/RTGS and IMPS, Online Bill Payments and PoS, Cyber Security: Threat, Significance, Challenges, Precautions, Safety Measures & Tools, Legal and Ethical Perspectives.		9	1
Unit IV	Emerging Technologies and their applications: Overview of Cloud Computing, Big Data, Internet of Things, Virtual Reality.		9	1
Unit V	Emerging Technologies & their applications: Block chain & Cryptocurrency, Robotics, Machine Learning 7 Artificial Intelligence, 3 D printing, Digital Signature		9	1
Practical Components				
Practice	1. Operating System Installation and Configuration 2. Application Software installation and configuration 3. Hardware understanding and minor trouble shooting 4. Networking, cabling configuration			
Suggested Readings:				
- Balagurusamy, E. <i>Fundamentals of Computers</i>. New Delhi: Tata McGraw Hill, 2011. - Behrouz, A. Forouzan. <i>Data Communications and Networking</i>. New York: McGraw Hill, 2007. - Buyya, Rajkumar, James Broberg, and Andrzej Goscinski. <i>Cloud Computing: Principles and Paradigms</i>. Hoboken: Wiley & Sons, 2013. - Greengard, Samuel. <i>Internet of Things</i>. Cambridge, MA: The MIT Press, 2015. - Halper, Hurqith, Nugent, and Kaufman. <i>Big Data for Dummies</i>. Hoboken: Wiley & Sons, 2013. - Kumar, Pramod, Anuradha Tomar, and R. Sharmila. <i>Emerging Technologies in Computing: Theory, Practice, and Advances</i>. Boca Raton: Chapman & Hall, 2022. - Murty, C.S.V. <i>E-Commerce: Concepts, Models, and Strategies</i>. Mumbai: Himalaya Publishing House, 2015. - Rajaraman, V. <i>Introduction to Information Technology</i>. 3rd ed. New Delhi: PHI, 2018. - Russell, Stuart, and Peter Norvig. <i>Artificial Intelligence: A Modern Approach</i>. London: Pearson.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	II	VAC 4	Credits	2
Course Code		HEALTH, WELLNESS, YOGA EDUCATION, SPORTS & FITNESS (University Common Syllabus)	Hours	52
			IA	25
			ESE	75
Learning Objectives	- Describing Health & Wellness programms and services offered how to access them, and their value to their well-being. - Learn that principles of nutrition are all important parts of overall wellness. - To learn the basic concept of wellbeing. - Demonstrate how to get healthy and stay healthy using multiple strategies. - Identify healthy behaviors and practices that help to avoid and reduce health risks. - Yoga education to practice mental hygiene and to integrate moral values - Yoga education to possess emotional stability. - Learn the physical fitness management.			
Course Content			Lecture Hour	Tutorial
Unit I	HEALTH & WELLNESS Define and differentiate health and wellness- Components of health wellness and their relationship between physical activity Local, demographic, societal issues and factors affecting health & wellness. Diet and nutrition for health & wellness - Essential components of balanced diet for healthy living with specific reference to the role of carbohydrates, proteins, fats, vitamins & minerals -malnutrition, under nutrition and over nutrition.		10	1
Unit II	MANAGEMENT OF HEALTH AND WELLNESS Meaning & importance of various dimensions of wellness. Relationship of physical fitness in achieving wellness. Drugs, doping and wellness. Role of diet and exercise in health management.		10	1
Unit III	YOGA EDUCATION Meaning and definition of yoga and its aims and objectives - Basic principles of yoga and its importance in our daily life - Yoga for mental attitude - Mind, body, breath and emotional level for higher plan of living.		9	1
Unit IV	YOGA PRACTICES Types and limbs of yoga- Yoga postures - Asana - Breathing Practices Pranayama Relaxation-Meditation - Mudra.		9	1
Unit V	FITNESS ACTIVITIES Types of fitness activities - Outdoor activities- Basic movement patterns. Indoor activity Aerobics/Dance Fitness, Resistance- Training for fitness.		9	1
Suggested Readings:				
- Bouchard, Claude, Steven N. Blair, and William L. Haskell. <i>Physical Activity and Health</i>. - Bucher, Charles A. <i>Administration of Health and Physical Education Programme</i>. - Boyd-Eaton, S., et al. <i>The Stone Age Health Programme: Diet and Exercise as Nature Intended</i>. Sydney: Angus & Robertson, 1989. - Clow, Angela, and Sarah Edmunds. <i>Physical Activity and Mental Health</i>. 2013. - Davis Company. <i>Health Promotion: Mobilizing Strengths to Enhance Health, Wellness, and Well-being</i>. 1st ed. - Ghosh, B.N. <i>Treaties of Hygiene and Public Health</i>. - Hanlon, John J. <i>Principles of Public Health Administration</i>. 2003.				

- James, Delores C.S., ed. *Nutrition Encyclopedia*. Detroit: The Gale Group, 2002.
- Lorick, Nashay. *Mental Health Workbook for Women: Exercises to Transform Negative Thoughts and Improve Well-being*. 2022.
- Moss, et al. *Health Education*. Washington, DC: National Education Association of the United States of America.
- National Council of Educational Research and Training (NCERT). *Yoga and Physical Education*. India.
- Nemir, A. *The School Health Education*. New York: Harber and Brothers.
- Nyambichu, C., and Jeff Lumiri. *Lifestyle Diseases: Lifestyle Disease Management*.
- Terras, S. *Stress, How Your Diet Can Help: The Practical Guide to Positive Health Using Diet, Vitamins, Minerals, Herbs and Amino Acids*. Thorons, 2018.
- Turner, C.E. *The School Health and Health Education*.
- Attached, Emily, and Marzia Fernandez. *Mental Health Workbook*. 2021.
- *Yoga RX: A Step-by-Step Program to Promote Health, Wellness, and Healing for Common Ailments*. New York: Broadway.

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	III	MJD 3	Credits	4
Course Code		LIBERATION OF INDIA	Hours	65
			IA	25
			ESE	75
Learning Objectives	- Students will examine the early agitations and origins of Indian nationalism, including the Vellore Mutiny and Revolt of 1857, and assess their impacts on nationalist sentiments. - The course will cover the contributions of moderates and extremists in the Indian National Congress and key events of India’s freedom struggle.			
Course Content			Lecture Hour	Tutorial
Unit I	Early Agitations and the Roots of Nationalism: The Vellore Mutiny - The Revolt of 1857- Causes, course, nature, and Impacts - Factors responsible for the rise of Nationalism -Socio-Religious Reform Movements-The role of the press and vernacular literature.		10	3
Unit II	The role of Moderates from 1885 - 1905- Formation of Indian Nation Congress. Moderate, Partition of Bengal - Extremists, Revolutionary & Minto Morley Reform Act of 1909 & Introduction of Communal Electorate- Swdesi Movements -		10	3
Unit III	Rise of Mass Movements: Gandhian Era - Non-Cooperation Movement- Kilafat Movement- Montague Chelmsford Reform Act of 1919 and the introduction of Diarchy Civil Disobedience Movement- Socialist Movement- the Government India Act of 1935 and the introduction of Provincial Autonomy.		10	3
Unit IV	Towards Independence: Quit India Movement- Role of Subas Chandra Bose & INA. Sepoy Mutiny, Cabinet Mission Plan - Mountbatten plan & partition of India		10	3
Unit V	Role of Women in the Liberation of India: Rani Lakshmibai, Ahilya Holkar, Begum Hazrat Mahal; Social Reformers: Pandit RamabaiSavitri PhuleTarabai Shinde, Home Rule Movement - Annie Besant; Revolutionary Activists - Bhikaji Cama; Durga Bhabhi & Preeti Waddedar; Non -Non-Cooperation Movement- Kasturba Gandhi, Sarojini Naidu, Kamaladeve Chattopadhyay, Nagammal, Kannammal Padmasari, AmmalAnchalai Ammal Ammakannu, Sarojini Naidu, Usha Mehta, Aruna Asaf Ali, Sucheta Kripalani & Captain Lakshmi.		10	3
Suggested Readings:				
- Brown, Judith M. <i>Gandhi’s Rise to Power: Indian Politics 1915–1922</i>. Cambridge: Cambridge University Press, 1977. - Chakrabarty, Bidyut, and Rajendra Kumar Pandey. <i>Modern Indian Political Thought: Text and Context</i>. New Delhi: Sage Publications, 2009. - Chandra, Bipan. <i>The Rise and Growth of Economic Nationalism in India</i>. New Delhi: Har-Anand Publications, 1979. - Chandra, Bipan. <i>India's Struggle for Independence</i>. New Delhi: Penguin Books, 1989. - Grover, B.L., and S. Grover. <i>A New Look at Modern Indian History</i>. New Delhi: S. Chand Publishing, 2001. - Majumdar, R.C. <i>History of the Freedom Movement in India</i>. Vol. 1. Kolkata: Firma KLM, 1961. - Sarkar, Sumit. <i>Modern India 1885–1947</i>. New Delhi: Macmillan, 1983. - Zamindar, Vazira Fazila-Yacooali. <i>The Long Partition and the Making of Modern South Asia: Refugees, Boundaries, Histories</i>. New York: Columbia University Press, 2010.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	III	MJD 4	Credits	4
Course Code		LIBERATION OF PONDICHERRY	Hours	65
			IA	25
			ESE	75
Learning Objectives	- Students will investigate the establishment and consolidation of French rule in Pondicherry, including the roles of Dupleix and key geopolitical events such as the Carnatic Wars and the Napoleonic Wars. - They will explore the local reactions to colonial rule, the impact of the Indian National Movement, and the emergence of nationalism in French India. - They will also study the process of Pondicherry's integration with India, including the Keezhur Referendum and the Treaty of Cession, and assess the cultural synthesis of French and Indian elements in Pondicherry's heritage.			
Course Content			Lecture Hour	Tutorial
Unit I	Establishment and Consolidation of French rule in Pondicherry: Advent of the French–Dupleix–Data from Ananda Ranga Pillai's Diary- Carnatic wars 1746- 1763 –Treaty of Paris and the restoration of the French territories; French relations with Haidar Ali and Tipu Sultan –Impact of the Napoleonic Wars – Restoration of the Indian colonies to the French in 1816.		10	3
Unit II	Reaction to the Colonial Rule in Pondicherry: Impact of Indian National Movement on Pondicherry; Emergence of Nationalism in French India.		10	3
Unit III	Contributions of National Leaders: Subramanya Bharati, VVS Aiyer and Aurobindo- Anti-colonial movement in Pondicherry – Subbaiah and Labour Movement.		10	3
Unit IV	Towards Independence: Keezhur Referendum- De-facto merger in 1954- Treaty of Cession- De jure transfer, Merger- Chandernagore.		10	3
Unit V	Pondicherry a Window of French Culture- French Nationals- Monuments-Indo-French Hybrid Culture.		10	3
Suggested Readings:				
- Antony, Francis Cyril, ed. <i>Gazetteer of India: Union Territory of Pondicherry</i>. Vols. 1 & 2. Pondicherry, 1982. - Dodwell, Henry. <i>Dupleix and Clive: The Beginning of Empire</i>. New Delhi, 1989. - Krishnamoorthy, B. <i>French India Viduthalai Porattum</i>. Pondicherry, 1991. - Malleson, G.B. <i>History of the French in India, 1674–1761</i>. Delhi, 1986. - Mathew, K.S. <i>French in India and Indian Nationalism</i>. Vols. 1 & 2. Delhi, 1999. - Neogy, Ajit K. <i>Decolonization of French India</i>. Pondicherry, 1997. - Prince, J.F., Rangachari, and Henry Dodwell, eds. <i>The Private Diary of Ananda Ranga Pillai</i>. 12 vols. Delhi, 1985. - Rai, Animesh. <i>The Legacy of French Rule in India, 1674–1954</i>. Pondicherry, 2008. - Raja, A. <i>Concise History of Puducherry</i>. Pondicherry, 2006. - Ramasamy, A. <i>History of Pondicherry</i>. Delhi, 1987. - Sen, S.P. <i>The French in India, 1763–1816</i>. Calcutta, 1958. - Subbiah, V. <i>Puduvai Manila Thesiya Iyakam: Imabathandu Sudhanthira Varalaru, 1835–1985</i>. Pondicherry, 1985. - Vincent, Rose. <i>French in India: From Diamond Traders to Sanskrit Scholars</i>. Bombay, 1990.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	III	MID 3- A HUMAN RIGHTS	Credits	4
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	- The paper introduces students to the foundational understanding of human rights principles, their historical development, and the international frameworks that govern them. - Students will study international human rights law, including the UDHR, ICCPR, and ICESCR, as well as key human rights categories like civil, political, economic, and social rights. - They will also explore specific issues such as women's rights, children's rights, and refugee rights, and learns about the mechanisms for enforcing human rights, both internationally and in India.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction to Human Rights and Human Rights Principles- Definition and Significance - Historical Development- International human rights framework - Universality and Indivisibility of human rights- Interdependence and interrelatedness-Equality and non-discrimination-Participation and Inclusion.		10	3
Unit II	International Human Rights Law - United Nations Charter- Universal Declaration of Human Rights -(UDHR) International Covenant on Civil and Political Rights(ICCPR)-International Covenant on Economic, Social & Cultural Rights (ICESCR)		10	3
Unit III	Human Rights Categories and Specific Issues - Civil and Political Rights-Economic, Social and Cultural Rights - Collective Rights. Issues - Right to life and Capital Punishment-Women's Right and Gender Equality- Freedom from torture and cruel treatment-Children's Rights-Refugee and Migrant Rights - Disability Rights.		10	3
Unit IV	Human Rights Mechanisms and Development - United Nations Human Rights Council- Special Rapporteurs and Working Groups-Human Rights Treaty Bodies -Regional Human Right Systems - Millennium Development Goals(MDGs)- Sustainable Development Goals (SDGs).		10	3
Unit V	Human Rights in India - Constitutional Framework - Fundamental Rights - Human Right Institutions - National Human Rights Commission (NHRC) State Human Rights Commission (SHRC) National Commission for Women (NCW)National Commission for Minorities (NCM) National Commission for Scheduled Caste (NCSC) National Commission for Scheduled Tribes (NCST)-Issues - Caste discrimination - Gender discrimination- Communal Violence- Custodial deaths and police brutality- Child labour and Child Rights - Disability Rights- Manual Scavenging - Remarkable judgments and Initiatives.		10	3
Suggested Readings:				
- Devi, Rameshwari. <i>Human Rights in the Modern World</i>. New Delhi: Mahamaya, 2004. - Fleiner, Thomas. <i>What is Human Rights</i>. NSW: Federation Press, 1999. - Griffin, James. <i>On Human Rights</i>. New Delhi: Oxford University Press, 2008. - Muthirulandi, Raja. <i>Human Rights</i>. New Delhi: PHI Learning, 2000. - Selvam, S. <i>Human Rights Education: Modern Approaches and Strategies</i>. New Delhi: Concept, 1970.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	III	MID 3B	Credits	4
Course Code		HISTORY OF INDIAN ART & ARCHITECTURE	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The paper "History of Indian Art & Architecture" aims to provide students with an overview of the development of Indian art and architecture from prehistoric times to the medieval period. - Students will explore key periods and styles, including prehistoric rock art, Indus Valley art, Mauryan art like Ashokan pillars, and post-Mauryan art. - The course covers Gupta art and architecture, including temple evolution and the Ajanta paintings, as well as early medieval temple styles of India. - Students will also study the contributions of the Rashtrakuta, Chola, Pandya, and Hoysala dynasties to South Indian art and architecture.			
Course Content			Lecture Hour	Tutorial
Unit I	Beginning of Indian art & Architecture: Prehistoric Rock Art of India, Art & Architecture of Indus valley, Maurya Art & Architecture – Ashokan Pillar, Caves and Palace.		10	3
Unit II	Post Mauryan Art & Architecture of India: Sunga and Satavahana Art-Buddhist Rock-cut caves (Chaitya Grihas) and Stupas, Kushana Art-Gandhara and Mathura School of Art.		10	3
Unit III	Gupta Art & Architecture: Ideals of Gupta Art, Saranath School, Ajanta Paintings; Origin and Evolution of Temple Architecture under the Gupta- Sanchi, Bhitagaon and Deogarh.		10	3
Unit IV	Early Medieval Art and Architecture in India: Pallava Architecture: Mahabalipuram -Rock cut-caves- Monoliths, Rashtrakuta- Ellora Temple, Temple Architecture of India: Nagara, Dravida and Besara; South Indian Painting.		10	3
Unit V	Medieval Art & Architecture: Sultanate Architecture, Mughals Painting and Imperial Architecture, Art under the Vijayangara Empire.		10	3
Suggested Readings:				
- Barret, Douglas. <i>Early Chola Architecture and Sculpture</i>. London: Faber and Faber, 1974. - Brown, Percy. <i>Indian Architecture (Buddhist and Hindu Period)</i>. Bombay: D.B. Taraporevala Sons, 1976. - Deva, Krishna. <i>Temples of North India</i>. New Delhi: National Book Trust, India, 1969. - Meister, Michael W., and M.A. Dhaky. <i>Encyclopaedia of Indian Temple Architecture: South India Lower Dravida Desa</i>. Delhi: American Institute of Indian Studies, Oxford University Press, 1983. - Meister, Michael W., and M.A. Dhaky. <i>Encyclopaedia of Indian Temple Architecture: South India Upper Dravida Desa</i>. Delhi: American Institute of Indian Studies, Oxford University Press, 1986. - Michell, George. <i>Early Western Calukyan Temples</i>. 2 vols. London, 1975. - Saraswathi, S.K. <i>A Survey of Indian Sculpture</i>. New Delhi: Munishiram Manoharlal, 1957. - Sivaramamurti, C. <i>The Chola Temples: Thanjavur, Gangaikondacholapuram, and Darasuram</i>. New Delhi: Archaeological Survey of India, 1960. - Sivaramamurti, C. <i>South Indian Paintings</i>. New Delhi: National Museum, 1968. - Srinivasan, K.R. <i>Temples of South India</i>. New Delhi: National Book Trust, India, 1972.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	III	MLDC 3-A AN INTYRODUCTION TO INDIAN CONSTITUTION	Credits	3
Course Code			Hours	52
			IA	25
			ESE	75
Learning Objectives	- Students will explore the formation and key features of the Indian Constitution, including its Preamble, Fundamental Rights, Directive Principles of State Policy, and Fundamental Duties. - The course will also cover the composition and functions of the Indian Legislature, the role of the Speaker of the Lok Sabha, and the judiciary's structure and jurisdiction, including the Supreme Court and lower courts. - Students will examine the Indian Federation's workings, including Union-State relations, the Sarkaria Commission’s recommendations, and the functions of Public Service Commissions.			
Course Content			Lecture Hour	Tutorial
Unit I	Making of the Constitution – Constituent Assembly – Nature and Salient features of the Indian Constitution – Preamble – Fundamental Rights – Directive Principles of State policy Fundamental rights – Directive Principles of State Policy – Fundamental Duties.		10	1
Unit II	Indian Executive – Election – Powers and Functions – Procedure on Impeachment – Council of Ministers – Cabinet - Minister for States – Position, Powers and functions of the Prime Minister– Relation with the council of Ministers and Parliament.		10	1
Unit III	Indian Legislature – Composition – Powers and Functions – Legislative procedures – Powers and Functions of the Speaker of Lok Sabha.		9	1
Unit IV	Indian Judiciary – Position of the Supreme Court – Jurisdiction of High Court and other Lower Courts.		9	1
Unit V	Working of Indian Federation and Public Services in India – Relation between the Union and States – Sarkaria Commission and its recommendation and Implementation – Importance of Public Services – Public Service Commissions and their functions.		9	1
Suggested Readings:				
- Basu, Durgadoss. <i>Introduction to the Constitution of India</i>. Delhi: Prentice Hall of India Pvt. Ltd., 1997. - Finer, Herman. <i>The Theory and Practice of Modern Government</i>. Delhi: Surjeet Publications, 1977. - Joshi, C.N. <i>The Constitution of India</i>. Madras: Macmillan India Limited, 1983. - Laxmikanth, M. <i>Indian Polity</i>. New Delhi: Tata McGraw Hill, 2011. - Agarwal, R.C. <i>Constitutional Development and National Movement of India</i>, S. Chand Publishing, New Delhi, 2005.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	III	MLDC 3-A AN INTRODUCTION TO PUBLIC ADMINISTRATION	Credits	3
Course Code			Hours	52
			IA	25
			ESE	75
Learning Objectives	- The course aims to provide students with an understanding of Public Administration's fundamental concepts, historical evolution, and its relationship with other disciplines. - Students will explore the development of Public Administration globally and in India, learn about key administrative institutions and their functions, and examine emerging issues in the field.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction: Meaning, nature and Scope of Public Administration and its relationship with other discipline- Evolution of Public Administration as a discipline- Woodrow Wilson, Henry Fayol, Max Weber and others-		10	1
Unit II	Evolution of Public Administration in India-Arthasastra- Colonial Administration upto 1947.		10	1
Unit III	Public Administration in India: Enactment of Indian Constitution- Union Government-The Cabinet-Central Secretariat-All India Services-Training of Civil Servants-UPSC- Niti Ayog- Statutory Bodies. The Central Vigilance Commission- CBI-National Human Right Commission- National Women Commission-CAG.		9	1
Unit IV	State and Union Territory Administration: Differential administrative systems in Union Territories compared to states, Organisation of Secretariat, Position of Chief Secretary, Functions and Structure of Departments, Directorates-Ministry of Home Affairs, Supervision of Union Territory Administration- Position of Lt. Governor in UT-Government of Union Territories Act-1963- changing trend in UT Administration in Puducherry and Andaman and Nicobar Island.		9	1
Unit V	Emerging Issues in Indian Public Administration: Changing Role of District Collector- Civil Servants-Political relationship-Citizen Charter- Public Grievance Reddressal Mechanism-The RTI Act 2005- Social Auditing and Decentralization-Public Private Partnership.		9	1
Suggested Readings:				
- Appleby, P.H. <i>Policy and Administration</i>. Alabama: The University of Alabama Press, 1949. - Arora, Ramesh K. <i>Indian Public Administration</i>. New Delhi: Wishwa Prakashan. - Arora, Ramesh K. <i>Public Administration: Fresh Perspective</i>. Jaipur: Alekh Publishers. - Avasthi and Maheswari. <i>Public Administration in India</i>. Agra: Lakshmi Narayan Agrawal, 2013. - Basu, Rumki. <i>Public Administration: Concepts and Theories</i>. New Delhi: Sterling, 2012. - Ceden, Gerald E. <i>Public Administration</i>. California: Pablidas Publishers, 1982. - Jain, R.B. <i>Public Administration in India: 21st Century Challenges for Good Governance</i>. New Delhi: Deep and Deep, 2002. - Tyagi, A.R. <i>Public Administration</i>. New Delhi: Atma Ram & Sons, 1983.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	III	SEC 3A	Credits	3
Course Code		AN INTRODUCTION TO INDIAN EPIGRAPHY	Hours	52
			IA	50
			ESE	50
Learning Objectives	The course introduces students to Indian epigraphy, including the history and types of inscriptions, the development of writing in India, and key scripts like Brahmi and Kharosthi. Students will learn about the origins of Indian numerals and eras, and study significant inscriptions.			
Course Content			Lecture Hour	Tutorial
Unit I	Epigraphy: Definition- History, Nature and Scope, Format of the inscriptions, kinds of inscription, subject matter of Inscriptions.		6	5
Unit II	Origin and Development of Writing in India: Origin, Antiquity and history of writing in India; Harappan Script, & The Vikramkhoh writing in Odisha.		6	5
Unit III	The Indian Script: Brahmi and Kharosthi: Characteristics: Origin, and history of decipherment. Evolution of Tamil Brahmi, Grantha, Kadambas, Siddhamatrika, Nagari and Sharada script.		5	5
Unit IV	Eras & Numerals in Indian Inscriptions: Numerals in Indian Inscription: Origin and development. Eras in Indian inscriptions their origin and history: Vikrama Era, Saka era, Gupta-Valabhi era, Harsha Era, Kollam era, Chalukya-Vikrama era, & Hijri era.		5	5
Unit V	Important Inscriptions of India (i) Asokan Rock Edict XIII (Shahbazgarhi). (ii) Hathigumpha Inscription of Kharavala (iii) Allahabad Pillar Inscription of Samundargupta. (iv) Aihole Inscription of Pulakesin-II. (v) Uttaramerur Inscription of Parantaka Chola..		5	5
Suggested Readings:				
- Buhler, George. <i>Indian Palaeography</i>. London, 1904. Reprint, 1959. - Burnell, A.C. <i>Elements of South Indian Palaeography</i>. London, 1878. - Dasgupta, S.P., and K.S. Ramachandran, eds. <i>The Origin of Brahmi</i>. Delhi, 1979. - Mahalingam, T.V. <i>Early South Indian Palaeography</i>. Madras, 1967. - Ojha, G.H. <i>Bhartiya Prachinalipimla</i> (in Hindi). Ajmer, 1959. - Pandey, R.B. <i>Indian Palaeography</i>. Varanasi, 1952. - Punekar, S.M. <i>Mohenjodara Seals</i>. New Delhi, 1985. - Ramesh, K.V. <i>Indian Epigraphy</i>. Vol. 1. New Delhi, 1978. - Rao, S.R. <i>The Development of the Indus Script</i>. New Delhi, 1975. - Sircar, D.C. <i>Indian Epigraphy</i>. New Delhi, 1965. - Sivaramamurti, C. <i>Indian Epigraphy and South Indian Scripts</i>. Madras, 1982. - Rajgor, Dilip. <i>Palaeo-Linguistic Profile of Brahmi Script</i>. Delhi, 2000.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	III	SEC 3B ARCHIVES KEEPING	Credits	3
Course Code			Hours	52
			IA	50
			ESE	50
Learning Objectives	The course introduces students to the history and importance of archives, covering both European and Indian archival practices. It includes topics on the creation, preservation, and administration of archives, including materials, methods, and regulations. Students will also engage in practical experiences through field visits and project reports.			
Course Content			Lecture Hour	Tutorial
Unit I	History of Archives-Archives keeping in Europe-Archives keeping in India-Importance of Archives.		6	5
Unit II	Creation of Archives- Materials used for the creation of Archives- Packing Materials and Seals- Establishment of Registry-Filing System of Records.		6	5
Unit III	Preservation of Archive Materials- Methods of Preservation-Laminations-Reprography-Automation-Retrieval Tools.		5	5
Unit IV	Administration, Functions-Uses of Archives-Rules and Regulations. National Archives of India-Tamilnadu state Archives- Private Archives-Archival Organizations.		5	5
Unit V	Field Visit and Project Report		5	5
Suggested Readings:				
- Agarwal, O.P. <i>Care and Preservation of Records</i>. - Baliga, B. <i>Guide to the Records Preserved in the Madras Record Office</i>. - Ghose, Sailen. <i>Archives in India</i>. - Harinarayana. <i>Science of Archives Keeping</i>. - Jenkinson, Hilary. <i>A Manual of Archives Administration</i>. - Perti, R.K. <i>Repair and Preservation of Records</i>. - Sehellenberg, T.R. <i>Management of Archives</i>. - Sundara Raj, M. <i>A Manual of Archives System and the World of Archives</i>. - Thyagarajan, J. <i>Archives Keeping</i>. Prabha, 2002. <i>American Archives</i>. <i>Indian Archives</i>.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	IV	MJD 5	Credits	4
Course Code		ANCIENT INDIA UPTO 8TH CENTURY C.E	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The study of pre-colonial India upto 8th century C.E. aims to examine the evolution of political, economic, and cultural systems. - Objectives include understanding the transition from early chiefdoms to complex empires, the impact of major dynasties like the Mauryas, Guptas, and Mughals, and the development of trade, agriculture, and religious movements.			
Course Content			Lecture Hour	Tutorial
Unit I	From Chiefdoms to Empire- Later Vedic Political formation, Sixteen Mahajanapadas, Magadhan Ascendancy, Persians and Greek Invasion on India and its effects.		10	3
Unit II	Early Historic Material Culture and Religion - Vedic Brahmanism, Rise of Heterodox Sect:- Buddhism and Jainism; Material Life-Agriculture, Trade and Cities of the northern Plain.		10	3
Unit III	The Age of Empire, Invasion and Trade: 3rd Century B.C to 3rd Century C.E: Politics, Trade and Culture: Chandragupta Maurya, Asoka and his policy of dhamma – Mauryan Administration, Society and Economy, Post Mauryan States- Sunga, Kushana & Statavhana; Mercantile communities.		10	3
Unit IV	The notion of Classical Age: Emergence of the Imperial Guptas- Samudra Gupta, Chandra Gupta II- Society, Economy, Education, Religious revival, Architecture and Literature.		10	3
Unit V	Early medieval India and concept of Indian feudalism: 300 to 800 C.E: Age of Harsa, Hsuen Tsang description of India, Tripartite Struggle for Power- Rashtrakuta, Pala and Pratihara, Arab invasion of Sindh and its implication on Indian history.		10	3
Suggested Readings:				
- Basham, A.L. <i>The Wonder that was India</i>. New Delhi: Oxford University Press. - Basham, A.L. <i>The Wonder That Was India: A Survey of the Culture of the Indian Sub-Continent Before the Coming of the Muslims</i>. New Delhi: Picador India (Macmillan Publishers), 1954. - Chopra, P.N., T.K. Ravindra, and N. Subramanian. <i>History of South India, Vol. I</i>. New Delhi: S. Chand & Co., 1979. - Jha, D.N. <i>Ancient India in Historical Outline</i>. - Karashima, Noboru. <i>South Indian Society and Economy</i>. Madras: Oxford University Press, 1988. - Nilakanta Sastri, K.A. <i>A History of South India</i>. Madras: Oxford University Press, 1966. - Singh, Upinder. <i>History of Ancient & Medieval India</i>. Delhi: Pearson, 2011. - Thapar, Romila. <i>Early India from the Beginning to 1300 CE</i>. Delhi, 2002.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	IV	MJD 6	Credits	4
Course Code		ANCIENT CIVILIZATIONS	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The course explores major ancient civilizations, including Mesopotamian, Egyptian, Babylonian, Greek, and Roman. - Students will study the political, social, and economic structures of these civilizations, their contributions to science, religion, and culture, and their influences on subsequent societies. - The course will cover key figures, monumental achievements, and significant historical events, such as the Code of Hammurabi, Greek democracy, and Roman contributions to governance and culture.			
Course Content			Lecture Hour	Tutorial
Unit I	Mesopotomian Civilization – Sumeria and Akkad – Sumerian city states – Polity, Socio-economic life – Script and Monument-Sumerian influence on other civilizations; Egyptian Civilization – Political Dispensation – Polity, Socio-economic life- Contribution to science- Religion- Script and Monuments		10	3
Unit II	Indus Valley Civilisation- Discovery, Extent, Characteristic features; Vedic Age- Polity, Socio-economic life and religion; Early Chinese Civilisation: The Shang, Zhou and the Quin Dynasty; Religion, Science and Technological innovation.		10	3
Unit III	The Babylonian Empire –Code of Hammurabi, Rule of Nebuchadnezzar- Babylonian gods- Assyrian conquerors, Asur Banipal- Hebrew civilization-The age of patriarchs - Ten Commandments – King David and Solomon – Babylonian captivity –Nedo- Persian Civilization, Birth of Lord Jesus-		10	3
Unit IV	Greek Civilization –Greek City States, Militarism in Sparta-Athenian Democracy – Peloponnesian Wars – Age of Pericles-Alexander of Macedonia – Greek contribution to Philosophy, polity, History and Science		10	3
Unit V	Roman Civilization- Roman Republic- Punic wars – Julius Caesar, Augustus Caesar- Rome’s contribution to the world.		10	3
Suggested Readings:				
- Bury, J.P. <i>A History of Greece to the Death of Alexander the Great.</i> - Esmond Wright, ed. <i>History of the World: Prehistory to the Renaissance.</i> - Gokhale, B.K. <i>Introduction to Western Civilization.</i> - Joshi, P.S., J.V. Pradhan, and A.G. Kaisare. <i>Introduction to Ancient Civilization (Up to 1000 A.D.).</i> - Giant, Michael, and Rachel Kit Zinger, eds. <i>Civilization of the Ancient Mediterranean: Greece and Rome.</i> Vol. 1: <i>Civilization up to 1300 A.D.</i> Englewood Cliffs: Prentice Hall. - Roberts, J.M. <i>The Hutchinson History of the World.</i> - Winks, Robin N., Crane Brinton, John B. Christopher, and Robert Lee Wolff. <i>A History.</i> - Swain, J.E. <i>A History of the World Civilization.</i> Eurasia Pvt. Ltd., 1947. <i>The Guinness Encyclopedia of World History.</i> <i>The Mind Alive Encyclopedia – Early Civilization.</i>				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	IV	MJD 7	Credits	4
Course Code		CONSTITUTIONAL HISTORY OF INDIA, (1773-1947)	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The course covers the evolution of India's constitutional history from 1773 to 1947, focusing on major legislative acts and reforms. - Students will study early acts like the Regulating Act and Pitt's India Act, the Charter Acts, Council Acts, and key reforms such as the Montague-Chelmsford Reforms and the Government of India Act of 1935. - The course will also examine developments leading to independence, including the August Offer, Cripps Proposals, and the Indian Independence Act.			
Course Content			Lecture Hour	Tutorial
Unit I	Early Initiatives: The Regulating Act of 1773- Circumstances - Provisions - Significance - Defects - The Act of 1781 - Pitt's India Act of 1784 - Provisions -Significance.		10	3
Unit II	The Charter System: Circumstances – Provisions – Significance of the Charter Act of 1793, 1813, 1833 and 1853 - The Act of 1858 - The Queen's Proclamation of 1858 - Significance.		10	3
Unit III	Council Acts: The Indian Councils Act of 1861 and 1892- Circumstances - Provisions -Significance. The Minto - Morley Reform Act of 1909 – Circumstances-Provisions – Significance		10	3
Unit IV	Reform during the Post First World War Era: Montague Chelmsford Reforms of 1919- Provisions - Dyarchy in the provinces - significance - The Government of India Act of 1935 - Provisions - Provincial autonomy.		10	3
Unit V	Constitutional Development between 1935-1947 -August Offer - Cripps’s Proposals - Cabinet Mission Plan - Formation of Constituent Assembly -The Indian Independence Act of 1947.		10	3
Suggested Readings:				
- Basu, D.D. <i>Introduction to the Constitution of India</i>. Delhi: Prentice Hall of India Pvt. Ltd., 1997. - Joshi, C.N. <i>The Constitution of India</i>. Madras: Macmillan India Limited, 1983. - Agarwal, R.C. <i>Constitutional Development and National Movement of India</i>. - Finer, Herma. <i>The Theory and Practice of Modern Government</i>. Delhi: Surject Publications, 1977. - Laxmikanth, M. <i>Indian Polity</i>. New Delhi: Tata McGraw Hill, 2011.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	IV	MID 4A	Credits	4
Course Code		PUBLIC ADMINISTRATION	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The course aims to provide students with an understanding of Public Administration’s fundamental concepts, historical evolution, and its relationship with other disciplines. - Students will explore the development of Public Administration globally and in India, learn about key administrative institutions and their functions, and examine emerging issues in the field.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction: Meaning, nature and Scope of Public Administration and its relationship with other discipline- Evolution of Public Administration as a discipline- Woodrow Wilson, Henry Fayol, Max Weber and others-		10	3
Unit II	Evolution of Public Administration in India-Arthasastra- Colonial Administration upto 1947.		10	3
Unit III	Public Administration in India: Enactment of Indian Constitution- Union Government-The Cabinet-Central Secretariat-All India Services-Training of Civil Servants-UPSC- Niti Ayog- Statutory Bodies. The Central Vigilance Commission- CBI-National Human Right Commission- National Women Commission-CAG.		10	3
Unit IV	State and Union Territory Administration: Differential administrative systems in Union Territories compared to states, Organisation of Secretariat, Position of Chief Secretary, Functions and Structure of Departments, Directorates-Ministry of Home Affairs, Supervision of Union Territory Administration- Position of Lt. Governor in UT-Government of Union Territories Act-1963- changing trend in UT Administration in Puducherry and Andaman and Nicobar Island.		10	3
Unit V	Emerging Issues in Indian Public Administration: Changing Role of District Collector- Civil Servants-Political relationship-Citizen Charter- Public Grievance Reddressal Mechanism-The RTI Act 2005- Social Auditing and Decentralization-Public Private Partnership.		10	3
Suggested Readings:				
- Tyagi, A.R. <i>Public Administration</i>. New Delhi: Atmaram Sons, 1983. - Appleby, P.H. <i>Policy and Administration</i>. Alabama: The University of Alabama Press, 1949. - Avasthi, A., and S. Maheswari. <i>Public Administration in India</i>. Agra: Lakshmi Narayan Agrawal, 2013. - Ceden, Gerald E. <i>Public Administration</i>. California: Pablidas Publishers, 1982. - Jain, R.B. <i>Public Administration in India: 21st Century Challenges for Good Governance</i>. New Delhi: Deep and Deep, 2002. - Arora, Ramesh K. <i>Indian Public Administration</i>. New Delhi: Wiswa Prakashan. - Arora, Ramesh K. <i>Public Administration: Fresh Perspectives</i>. Jaipur: Alekh Publishers. - Basu, Rumki. <i>Public Administration: Concept and Theories</i>. New Delhi: Sterling, 2012.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	IV	MID 4B	Credits	4
Course Code		GANDHIAN IDEOLOGIES	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The course on Gandhian Thought aims to introduce students to Mahatma Gandhi's key philosophies, including non-violence (Ahimsa), truth force (Satyagraha), and self-rule (Swaraj). - It explores his views on social justice, economic equality, and rural development, as well as his religious inclusiveness and educational reforms. - Students will also learn how to apply Gandhian principles to contemporary issues like environmental sustainability and personal development.			
Course Content			Lecture Hour	Tutorial
Unit I	Gandhian Philosophy: Ahimsa - Satyagraha - Sarvodaya - Swaraj - Swadesi.		10	3
Unit II	Gandhian Society & Economic Thoughts: Social Justice - Women Empowerment - Communal Harmony- Rural Development. -Economic Equality- Self Sufficiency- Decentralization - Village Industries- Khadi.		10	3
Unit III	Gandhian Religion: Inclusiveness of religions - Non-Sectarianism - Personal spirituality - Religious Toleration - Dharma - Satya - Ahimsa - Bhakti - Moksha - Karmayoga - Sarvadharmha Sambhava		10	3
Unit IV	Gandhian Educational system - Nayi Talim system - Free Compulsory Education - Mother Tongue Instruction - Vocational Education - Less Expensive, Education - Student Centric Learning - emphasis on Values.		10	3
Unit V	Application of Gandhian Thought - Rural Development - Environmental Sustainability- Skill Enhancement - Decentralization of powers - Self-awareness- Personal Transformation.		10	3
Suggested Readings:				
- Bhattacharyya, Buddhadeva. <i>Evolution of the Political Philosophy of Gandhi</i>. Calcutta: Calcutta Book House, 1969. - Chakrabarty, Bidyut, ed. <i>Nonviolence: Challenges and Prospects</i>. New Delhi: Oxford University Press, 2014. - Chakrabarty, Bidyut. <i>Social and Political Thought of Mahatma Gandhi</i>. New York: Routledge, 2006. - Dasgupta, Ajit K. <i>Gandhi's Economic Thought</i>. London: Routledge, 1996. - Gandhi, M. K. <i>An Autobiography or the Story of My Experiments with Truth</i>. Ahmedabad: Navajivan, 1948. - Kumarappa, J. C. <i>Gandhian Economic Thought</i>. Varanasi: Sarva Seva Sangh, 1962. - Mehta, Usha. <i>The Multi-Dimensional Thought of Mahatma Gandhi</i>. Mumbai: Mani Bhavan Gandhi Sangrahalaya, 2008. - Mishra, Anil Dutta, and Sushma Yadav. <i>Socio-Political Thought of Gandhi</i>. New Delhi: Concept Publishing Company, 2005. - Radhakrishnan, N. <i>Gandhi: The Quest for Tolerance and Survival</i>. New Delhi: Gandhi Smriti and Darshan Samiti, 1995.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	V	MJD 8 COLONIAL INDIA	Credits	4
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	The course covers the history of Colonial India, focusing on European powers' roles, British expansion, and consolidation. Students will study key conflicts, policies, and reforms, including the impact of British rule from 1857 to 1947 and its effects on India's economy and society.			
Course Content			Lecture Hour	Tutorial
Unit I	Early European Settlement and struggle for supremacy-Portuguese-1505-1961, Dutch 1605-1825, French (1816-1954), British (1757-1947)- Anglo-French Rivalry, Carnatic Wars, British Conquest of Bengal, Causes for the success of the British.		10	3
Unit II	Expansion and Consolidation of British Power: Anglo-Maratha Wars, Anglo-Mysore Wars, and Anglo-Sikh Wars.		10	3
Unit III	Instrument of Expansion and consolidation: Policies of Warren Hastings, Lord Cornwallis-Subsidiary alliances, Dalhousie-Doctrine of Lapse-Revolt of 1857.		10	3
Unit IV	British Raj- 1857-1947: Queen's Proclamation, Indian Council Act-1862, High Court Act, Telegraph Act, Indian Penal Code, Vernacular Press Act, Introduction of Local Self Government, Partition of Bengal 1905, Simon Commission, Partition and Independence -Vice Royalty of Mountbatten.		10	3
Unit V	Colonial Economy and Society: Drain of Wealth-Deindustrialisation and policy of free trade, Socio-Religious Reforms, Educational Reforms, Land Revenue System, Railway Network, Law and Justice, Public Health, and Press.		10	3
Suggested Readings:				
- Bandyopadhyay, Sekhar. <i>Caste, Protest and Identity in Colonial India: The Namasudras of Bengal, 1872–1947</i>. Curzon Press, 2004. - Chandra, Bipan. <i>The Rise and Growth of Economic Nationalism in India</i>. Har-Anand Publications, 1966. - Chatterjee, Kumkum. <i>Merchants, Politics, and Society in Early Modern India: Bihar: 1733-1820</i>. Brill, 1996. - Chatterjee, Partha. <i>The Nation and Its Fragments: Colonial and Postcolonial Histories</i>. Princeton University Press, 1993. - Dutt, Romesh Chunder. <i>The Economic History of India under Early British Rule</i>. Kegan Paul, Trench, Trubner & Co., 1906. - Marshall, P. J. <i>The Making and Unmaking of Empires: Britain, India, and America c.1750-1783</i>. Oxford University Press, 1988. - Metcalf, Thomas R. <i>Ideologies of the Raj</i>. Cambridge University Press, 1997. - Raychaudhuri, Tapan, and Irfan Habib, eds. <i>The Cambridge Economic History of India: Volume 1, c.1200-c.1750</i>. Cambridge University Press, 1982. - Roy, Tirthankar. <i>The Economic History of India, 1857-1947</i>. Oxford University Press, 2002. - Sarkar, Sumit. <i>Modern India 1885-1947</i>. Macmillan, 1985. - Spear, Percival. <i>The Oxford History of Modern India, 1740-1947</i>. Oxford University Press, 1990. - Stokes, Eric. <i>The English Utilitarians and India</i>. Clarendon Press, 1959.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY					
Semester	V	MJD 9	Credits	4	
Course Code		EUROPE IN TRANSITION- RENAISSANCE, REVOLUTION AND NATIONALISM	Hours	65	
			IA	25	
			ESE	75	
Learning Objectives	- The course on Europe in Transition explores pivotal transformations from the Renaissance to the rise of nationalism. - Students will examine the profound changes brought about by geographical discoveries, the Renaissance, Reformation, and scientific revolution in in early modern Europe. - Key political revolutions, including the Glorious Revolution, French Revolution, and Napoleon's rise, will be analysed. - Finally, the course will address the rise of nationalism, including the processes of Italian and German unification.				
	Course Content			Lecture Hour	Tutorial
	Unit I	Emergence from the Shadow of Darkness: Geographical Discoveries, Renaissance, Reformation, Emergence of Nation States-Enlightened Despots.	10	3	
	Unit II	Scientific Revolution - Scientific Revolution-Science & Religion, Major Development in Science;	10	3	
Unit III	Political Revolution- Glorious revolution 1688- Consequences, French Revolution-1789- Napoleon, Counter Revolution in France.	10	3		
Unit IV	Economy and Society in Europe 15thto 19th Century: Demographic Growth, Agricultural Revolution, Spread of Proto-Industrialization, Transition from Feudalism to Capitalism -A Debate- Inner-contradiction Model, The Market-centric Explanation, Demographic Explanation and The Class-relations Model.	10	3		
Unit V	Rise of Nationalism: Nationalism- Concept and Debate, Italian Unification, German Unification.	10	3		
Suggested Readings:					
- Adas, Michael. <i>Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance</i>. Delhi, 1990. - Anderson, Perry. <i>Passages from Antiquity to Feudalism</i>. London: Verso, 1974. - Ashton, Trevor. <i>Crisis in Europe, 1560-1660</i>. London, 1970. - Aston, T. H., and C. H. E. Philpin, eds. <i>The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe</i>. Cambridge/London: Cambridge University Press. - Dobb, Maurice. <i>Studies in the Development of Capitalism</i>. New York: International Publishers; London: Routledge & Kegan Paul, 1946/1963. - Osterhammel, Jürgen. <i>Colonialism: A Theoretical Overview</i>. Princeton, NJ: M. Wiener, 1997. - Prashad, Vijay. <i>The Darker Nations: A People's History of the Third World</i>. The New Press, 2007. - Rodney, Walter. <i>How Europe Underdeveloped Africa</i>. Brooklyn: Verso, 2018. - Tignor, Roger. <i>Preface to Colonialism: A Theoretical Overview</i>. Markus Wiener Publishers, 2005.					

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	V	MJD 10	Credits	4
Course Code		SOURCES FOR THE STUDY OF INDIAN HISTORY	Hours	65
			IA	25
			ESE	75
Learning Objectives	- Students will be equipped to identify and classify various historical sources, including primary, secondary, archaeological, and literary types and will gain an understanding of the significance of these sources in reconstructing Indian history from ancient to modern times. - They will acquire knowledge of historical materials spanning Ancient, Medieval, and Modern India, including monuments, inscriptions, and coins, and learn to apply effective historical research methodologies.			
Course Content			Lecture Hour	Tutorial
Unit I	Sources of History: Conceptual explanation; Source Type: Primary, Secondary, significance in historical reconstruction, Criticism of Sources- External, Internal Criticisms.		10	3
Unit II	Classification of sources- Archaeological sources- Monuments, Inscriptions and Coins; Literary: Indigenous- Religious & Secular; Foreign account- Greco-Roman; archival sources- Nature and characteristics.		10	3
Unit III	Sources of Ancient India: Negotiating the Sources: Archaeological sources: Epigraphy and Numismatics; Literary Sources: Indigenous Literature: Primary and Secondary: problem of dating Religious and Secular Literature, Myths, Legends, etc. Foreign Accounts: Greek, Roman and Chinese.		10	3
Unit IV	Source of Medieval India: Archaeological- Monuments, Epigraphic and Numismatic sources, Literary sources- Chronicles–Persian, Sanskrit, Regional languages; Daftar Khannas: Firmans, Bahis /Pothis / Akhbarat; Foreign Accounts – Persian and Arabic.		10	3
Unit V	Sources of Modern India: Archival Materials, Literatures: Biographies and Memoirs, Newspapers, Oral Evidence, Creative Literature and Painting, Monuments, Coins and travel accounts.		10	3
Suggested Readings:				
- Adas, Michael. <i>Machines as the Measure of Men: Science, Technology and Ideologies of Western Dominance</i>. Delhi, 1990. - Anderson, Perry. <i>Passages from Antiquity to Feudalism</i>. London: Verso, 1974. - Ashton, Trevor. <i>Crisis in Europe, 1560-1660</i>. London, 1970. - Aston, T. H., and C. H. E. Philpin, eds. <i>The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe</i>. Cambridge/London: Cambridge University Press. - Dobb, Maurice. <i>Studies in the Development of Capitalism</i>. New York: International Publishers; London: Routledge & Kegan Paul, 1946/1963. - Osterhammel, Jürgen. <i>Colonialism: A Theoretical Overview</i>. Princeton, NJ: M. Wiener, 1997. - Prashad, Vijay. <i>The Darker Nations: A People's History of the Third World</i>. The New Press, 2007. - Rodney, Walter. <i>How Europe Underdeveloped Africa</i>. Brooklyn: Verso, 2018. - Tignor, Roger. <i>Preface to Colonialism: A Theoretical Overview</i>. Markus Wiener Publishers, 2005.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	V	MID 5A INTELLECTUAL HISTORY OF THE MODERN WORLD	Credits	4
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	- Students will explore the major intellectual movements of the Scientific and Intellectual Revolution and the Enlightenment, including the contributions of key figures like Copernicus, Galileo, and Newton. - They will study influential social and economic theories from socialism to utilitarianism and analyse the impact of Darwinian thought and Social Darwinism. - The course will also cover the social theories of Maine, Weber, Durkheim, and Gandhi.			
Course Content			Lecture Hour	Tutorial
Unit I	Scientific and Intellectual Revolution and the Age of Enlightenment – Copernicus Galileo Newton – Rene Descartes – Francis Bacon – John Locke and Hobbes – Voltaire – Rousseau – Montesquieu – The Encyclopaedists – Deists and Physiocrats.		10	3
Unit II	Ideas of Socialism – Saint Simon – Fourier – Robert Owen –Karl Marx.		10	3
Unit III	Utilitarianism – Jeremy Bentham – Malthus – Ricardo – John Stuart Mill.		10	3
Unit IV	The Darwinian Revolution – Social Darwinism.		10	3
Unit V	Social Thoughts of Henry Maine – Max Weber – Emile Durkheim and M.K. Gandhi.		10	3
Suggested Readings:				
- Aron, Raymond. <i>Main Currents in Sociological Thought</i>. - Baldwin, Marshall W., and Clyde R. Cole. <i>History of Western Civilization</i>. - Durant, Will. <i>The Story of Civilization</i>, Vols. V to XI. New York, 1953-75. - Kriplani, J. B. <i>Gandhi: His Life and Thought</i>. Delhi, 1973. - Lacapra, Dominick, and Steven L. Kaplan. <i>Modern European Intellectual History: Reappraisals and New Perspectives</i>. London, 1982. - Stavrianos, L. S. <i>The World Since 1500: A Global History</i>. New Jersey, 1982.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	V	MID 5B	Credits	4
Course Code		INTERNATIONAL ORGANISATIONS	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The course "International Organisation" covers the evolution, roles, and functions of global institutions, from the League of Nations to the United Nations. - It explores UN peacekeeping, disarmament, and responses to global crises like climate change and COVID-19. Students will also examine economic (IMF, IBRO) and regional (EU, AU, ASEAN) organizations.			
Course Content			Lecture Hour	Tutorial
Unit I	Focus on Internationalism after World War I - Wilson's 14 points - League of Nations - Objectives- Organs - Functions - Mandatory system - Success & Failures.		10	3
Unit II	Road to the formation of United Nations Organisations - Forward Foreign Policies - Collapse of the collective security- World War II - Wartime Conferences - Formation of UNO - Objectives- Organs - Functions -Specialized Agencies.		10	3
Unit III	UNO & Cold War Management - UN & Disarmament - Nuclear - Non- Proliferation- CTBT - Peace Keeping Missions - Humanitarian Intervention - Sustainable Development & Climate, Change - Human Rights and International Law - Refugee and Migrant protection- Covid-19 Pandemic Response.		10	3
Unit IV	World Economic Organisations: IMF, - IBRO - IDA - IFC - MIGA - ICSID.		10	3
Unit V	Important Regional Organisations: Common Wealth- EU-AU-ASEAN- UNASUR- SICA- CARICOM- ECOWAS- SADC- OAS- APEC- BRIC-SAARC-BIMSTEC.		10	3
Suggested Readings:				
- Archer, Clive. <i>International Organizations</i>. 3rd ed. New York: Routledge, 2001. - Archer, Clive. <i>International Organizations</i>. 3rd ed. London: Routledge, 2001. - Armstrong, David, Lorna Lloyd, and John Redmond. <i>International Organization in World Politics</i>. 3rd ed. London: Palgrave, 2004. - Diehl, Paul F., ed. <i>The Politics of Global Governance: International Organizations in an Interdependent World</i>. Boulder: Lynne Rienner Publishers, 2001. - Gerbet, Pierre. "Rise and Development of International Organization: A Synthesis." In <i>The Concept of International Organization</i>, edited by Georges Abi-Saab, 27–49. Paris: UNESCO, 1981. - Goodrich, Leland M. "From League of Nations to United Nations." <i>International Organization</i> 1, no. 1 (1947): 3–21. - Kennedy, Paul. <i>The Parliament of Man: The Past, Present and Future of the United Nations</i>. New York: Random House, 2006. - Murthy, C. S. R. "United Nations." In <i>International Relations: Perspectives for the Global South</i>, edited by Bhupinder S. Chimni and Siddharth Mallavarapu, 373–88. Delhi: Pearson, 2012. - Nicholas, H. G. <i>United Nations as a Political Institution</i>. 5th ed. Oxford: Oxford University Press, 1975. - Reinalda, Bob. <i>Routledge History of International Organizations: From 1815 to the Present Day</i>. London and New York: Routledge, 2009.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VI	MJD 12	Credits	4
Course Code		INDIA SINCE INDEPENDENCE 1947- 2000 A.D.	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The study of India from 1947 to 2000 aims to provide a comprehensive understanding of the major political, social, and economic developments that shaped the nation during this period. - Objectives include analysing the impact of independence and partition, examining the integration of princely states and tribals, understanding Nehruvian foreign policy and its implications, evaluating key domestic and international conflicts, and assessing the evolution of India's economic policies and social reforms. - By exploring these topics, students will gain insights into the challenges and achievements of post-independence India and the factors influencing its trajectory.			
Course Content			Lecture Hour	Tutorial
Unit I	Independence and Partition and its impact - Jawaharlal Nehru- The integration of Princely States – Birth of Republic- Reorganization of States – Integration of Tribals- Nehruvian Foreign Policy- Indo-China War- Non-Alignment Movement		10	3
Unit II	Indo-Pak War 1965- Role of India in the Creation of Bangladesh - Indira Gandhi and Emergency 1975-1977		10	3
Unit III	Janata Government – Elections of 1980 and Premiership of Indira Gandhi – Khalistan Movement - Rajiv Gandhi and Sri Lanka Problem		10	3
Unit IV	Five Year Plans - Agrarian Reforms- Abolition of Zamindari system- Land Ceiling- Bhoodan Movement- Industrial Development- Green Revolution - White Revolution - New Economic Policy and Globalization		10	3
Unit V	Hindu Code Bill- Revival and Growth of Communalism- Rama Janma Bhoomi Issue- Caste, Untouchability and Anti- caste Politics- Reservation Policy and Mandal Commission- Educational Policy in Independent India		10	3
Suggested Readings:				
- Acharya, K. R., et al. <i>Perspectives on Indian Government and Politics</i>. New Delhi, 1993. - Basu, D. D. <i>Commentary on the Constitution of India</i>. Vols. 1 & 2. New Delhi, 1990. - Bose, D. M., S. N. Sen, and B. V. Subbarayappa, eds. <i>A Concise History of Science in India</i>. New Delhi, 1989. - Chandra, Bipan, et al. <i>India After Independence</i>. New Delhi, 1997. - Chandra, Bipan, et al. <i>India Since Independence</i>. Harmondsworth: Penguin, 2007. - Saberwal, Satish. <i>Roots of Crisis: Interpreting Contemporary Indian Society</i>. New Delhi, 1996. - Thakur, Ramesh. <i>The Government and Politics of India</i>. Houndmills: Macmillan, 1995.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VI	MJD 13 NEW IMPERIALISM-WORLD WAR-I, TOTALITARIAN STATES AND WORLD WAR-II (1871-1945)	Credits	4
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	- This course aims to provide students with a comprehensive understanding of key historical events from the era of New Imperialism through World War II. Students will study the exploration and colonization of Africa, European diplomacy leading to World War I, and the rise of totalitarian regimes. - They will also examine the interwar period, including economic crises and the factors leading to World War II.			
Course Content			Lecture Hour	Tutorial
Unit I	New Imperialism and Africa: Exploration of Africa, Scramble for Africa, Anglo-French Colonial Rivalry in Africa.		10	3
Unit II	European Diplomacy: (1871-1914): Bismarckian Alliance System- Berlin Congress, Triple Alliance, Triple Entente- Balkan Nationalism, Bolshevik Revolution in Russia, and World War-I-Paris Peace Conference and League of Nation.		10	3
Unit III	Inter War Europe- French Search for Security, Great Depression and new deal in USA, Economic crisis in Europe and its repercussion.		10	3
Unit IV	Emergence of Totalitarianism: Rise of Nazi Germany-Hitler; Rise of Fascist Italy- Mussolini; Dictatorship in Spain; Joseph Stalin and USSR; Tanaka Memorial; Policy of appeasement by Britain and France.		10	3
Unit V	Road to World War II: Collapse of Collective security; and World War-II-Causes, course and consequences.		10	3
Suggested Readings:				
- Duiker, William J. <i>Twentieth-Century World History</i>. Thomson Wadsworth, 2005. - Hayes, C. J. H., et al. <i>History of Europe</i>. New York: Macmillan Company, 1916. - Ketelbey, C. D. M. <i>A History of Modern Times from 1789</i>. Oxford: Oxford University Press, 1994. - Mahajan, V. D. <i>History of Modern Europe Since 1789</i>. New Delhi: S. Chand & Co. (Pvt. Ltd.), 1975. - Roberts, J. M. <i>Europe: 1880-1945</i>. 2nd ed. Longman, 1989.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VI	MJD 14	Credits	4
Course Code		HISTORY OF INDIAN EDUCATION UP TO 2020	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The paper aims to provide a comprehensive understanding of the evolution of educational systems and policies from ancient to modern times. - Students will explore the development of educational policies and structures in independent India, including major commissions and the National Education Policy of 2020.			
Course Content			Lecture Hour	Tutorial
Unit I	Education in Ancient India: Vedic Education-Meaning and Aims, Structure. Curriculum, Teaching Method; Teacher & Student, Discipline. Buddhist Education: Meaning & Aims. Organization, Structure of main four Education centres, Merits & Demerits.		10	3
Unit II	Education in Muslim Period: Meaning & Aims, Organization, Structure and main Educational Institutions, Characteristics of Muslim Education System.		10	3
Unit III	Education in Colonial India under East Indian company: Introduction of European Indian Education, Educational Efforts of Missionaries: Charles Grant, Introduction Charter of 1813, Oriental- occidental Controversy, Macaulay’s Minutes 1835, Approval of the Minutes & Filtration Theory, Wood’s dispatch 1854.		10	3
Unit IV	Education in British India after 1858-1947: Hunter Commission – 1882, Raleigh Commission: Indian University Commission 1902, Government Resolution on Education Policy – 1913, Sadler Commission – 1917, Hartog Commission – 1929, Basic Education System 1937, Sargent Plan – 1944.		10	3
Unit V	Education in Independent India: University Education Commission (1948), Secondary Education Commission (1952), Indian Education Commission (1964-66), National Policy on Education (1986), Yash Pal Committee (2009), NEP-2020.		10	3
Suggested Readings:				
- Altekar, A. S. <i>Ancient Indian Education</i>. Varanasi: Varanasi Book Shop. - Chaube, S. P., and Akhilesh Chaube. <i>Landmarks in Modern Indian Education</i>. New Delhi: Vikas Publishing House. - Chaube, S. P. <i>History and Problems of Indian Education</i>. Agra: Vinod Pustak Mandir. - Ghosh, Suresh Chandra. <i>History of Education in India</i>. Jaipur: Rawat Publications, 2007. - Kabir, Humayun. <i>Education in New India</i>. London: George Allen & Unwin Ltd. - Mukherjee, S. N. <i>Education in India, Today and Tomorrow</i>. Baroda: Acharya Book Depot. - Naik, J. P., and S. Nurullah. <i>A Student’s History of Education in India</i>. 6th ed. Bombay: Macmillan, 1975. - Nurullah and Naik. <i>A Student’s History of Education in India</i>. New Delhi: Macmillan India Ltd.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VI	MJD 15	Credits	4
Course Code		INDIAN CONSTITUTION	Hours	65
			IA	25
			ESE	75
Learning Objectives	- Students will explore the formation and key features of the Indian Constitution, including its Preamble, Fundamental Rights, Directive Principles of State Policy, and Fundamental Duties. - They will study the Indian Executive's structure and functions, focusing on the Prime Minister's role and the relationship with the Parliament. - Students will examine the Indian Federation's workings, including Union-State relations, the Sarkaria Commission's recommendations, and the functions of Public Service Commissions.			
Course Content			Lecture Hour	Tutorial
Unit I	Making of the Constitution – Constituent Assembly – Nature and Salient features of the Indian Constitution – Preamble – Fundamental Rights – Directive Principles of State policy Fundamental rights – Directive Principles of State Policy – Fundamental Duties.		10	3
Unit II	Indian Executive – Election – Powers and Functions – Procedure on Impeachment – Council of Ministers – Cabinet - Minister for States – Position, Powers and functions of the Prime Minister– Relation with the council of Ministers and Parliament.		10	3
Unit III	Indian Legislature – Composition – Powers and Functions – Legislative procedures – Powers and Functions of the Speaker of Lok Sabha.		10	3
Unit IV	Indian Judiciary – Position of the Supreme Court – Jurisdiction of High Court and other Lower Courts.		10	3
Unit V	Working of Indian Federation and Public Services in India – Relation between the Union and States – Sarkaria Commission and its recommendation and Implementation – Importance of Public Services – Public Service Commissions and their functions.		10	3
Suggested Readings:				
- Anand, C. L. <i>The Constitution of India</i>. - Banerjee, A. C. <i>The Constituent Assembly of India</i>. - Basu. <i>Constitutional Law of India</i>. - Kapoor, A. C. <i>Select Committee</i>. - Kapoor, A. C. <i>Constitutional History of India</i>. - Mahajan, V. D. <i>Select Modern Government</i>. - Philip, and Shivaji Rao, K. H. <i>Indian Government and Politics</i>. - Shah, K. T. <i>Federal Structure</i>. - Agarwal, R. C. <i>Constitutional Development and National Movement of India</i>. New Delhi: S. Chand, 2005. - Pylee, M. V. <i>Indian Constitution</i>. New Delhi: S. Chand, 1994.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VI	MID 6A	Credits	4
Course Code		ENVIRONMENTAL HISTORY OF INDIA	Hours	65
			IA	25
			ESE	75
Learning Objectives	The course explores the environmental history of the Indian subcontinent, focusing on historical interactions between humans and their environment. Students will learn about the methods and sources used in environmental history, early urban societies like the Harappan Civilization, medieval livelihoods, and the impact of colonial and modern developments on natural resources.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction to the Environmental History: Doing Environmental History: Issues and Perspectives, Historiography, Sources: Archaeological, Bio and Geo-Archives, Arts and Crafts, and Oral History.		10	3
Unit II	Living with Nature: Environment and Early Urban Societies: Harappan Civilization Beliefs, Practices, and Natural Resources.		10	3
Unit III	Environment and Livelihood in Medieval Times: Pastoralism, Animal Husbandry, and Agriculture, Forests and Tribal Groups.		10	3
Unit IV	Colonial Capitalism and Natural Resources: Changing Energy Regimes; Railway and Deforestation, Dams and Hydroelectric Power, Rivers, Canals, and Embankments		10	3
Unit V	Environmental Crisis and the Future: Factories and Urban Spaces; Mumbai, Calcutta and Delhi; Industrial, Agriculture; Biodiversity Loss; Species Extinction, Issues of Pollution..		10	3
Suggested Readings:				
• Das, Pallavi. “Railway Fuel and Its Impact on the Forests in Colonial India: The Case of the Punjab, 1860–1884.” <i>Modern Asian Studies</i> 47, no. 4 (2013): 1283–1309. • Gosling, David L. <i>Religion and Ecology in India and Southeast Asia</i>. London: Routledge, 2001. • Klein, Ira. “Urban Development and Death: Bombay City, 1870–1914.” <i>Modern Asian Studies</i> 20, no. 4 (1986): 725–754. • Mann, Michael. “Environmental History and Historiography on South Asia: Context and Some Recent Publications.” <i>South Asia Chronicle</i> 3 (2013): 324–357. • Morrison, Kathleen D. “Dharmic Projects, Imperial Reservoirs, and New Temples of India: A Historical Perspective on Dams in India.” <i>Conservation and Society</i> 8, no. 3 (2010): 182–195. • Rangarajan, Mahesh. <i>Nature and Nation: Essays on Environmental History</i>. 2015. • Singh, Vipul. <i>Speaking Rivers: Environmental History of a Mid-Ganga Flood Country, 1540–1885</i>. Delhi: Primus Books, 2018. Chapter 6, “Decommonization of the River,” 122–158. • Satya, Laxman D. <i>Cotton and Famine in Berar, 1850–1900</i>. Delhi: Manohar Publishers, 1997. • Thapar, Romila. “Forests and Settlements.” In <i>Environmental Issues in India: A Reader</i>, edited by Mahesh Rangarajan, 33–41. Delhi: Pearson, 2008. • Thapar, Romila. “Perceiving the Forest: Early India.” In <i>India’s Environmental History: A Reader</i>, edited by Mahesh Rangarajan and K. Sivaramakrishnan, 2014. Ranikhet: Permanent Black.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VI	MID 6B	Credits	4
Course Code		GENDER SENSITISATION	Hours	65
			IA	25
			ESE	75
Learning Objectives	• The course on Gender Sensitization aims to develop an understanding of gender issues and promote gender equality. • Students will explore the necessity of gender studies, desirable gender values, and individual uniqueness. • The course will examine the roles and responsibilities associated with marriage and childbirth, focusing on their impact on personal and societal levels. • Finally, the course will provide insights into key Indian laws aimed at protecting women's rights and addressing gender-based violence.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction-Necessity of Gender Studies-Gender Equality – Desirable Gender related Values-Identifying the uniqueness of their individual		10	3
Unit II	Marriage and Child Birth-Choices and option –Goal of marriage – Role in home making-Role in generating income-Role in maintenance of relationship-Role in nation Building.		10	3
Unit III	Gender Reconciliation: Regarding, Respecting, Recognising over another at home, work place and Society Everywhere-Appropriate role and opportunity in societal and cultural entities		10	3
Unit IV	Gender Reconciliation: Issue because of Excess of Patriarchy – Eve teasing- Dowry bias in treatment –Domestics works and violence-Sexual Harassment		10	3
Unit V	Laws Related Women in India: The Immoral Traffic (Prevention) Act, 1956; The Dowry Prohibition Act, 1961 (28 of 1961) (Amended in 1986), The Commission of Sati (Prevention) Act, 1987 (3 of 1988); Protection of Women from Domestic Violence Act, 2005; The Sexual Harassment of Women at Workplace (PREVENTION, PROHIBITION and REDRESSAL) Act, 2013; The Criminal Law (Amendment) Act, 2013; The Indecent Representation of Women (Prohibition) Act, 1986;		10	3
Suggested Readings:				
• Butler, Judith. <i>Gender Trouble: Feminism and the Subversion of Identity</i>. • Cherlin, Andrew J. <i>The Marriage-Go-Round: The State of Marriage and the Family in America Today</i>. • O'Reilly, Andrea. <i>Motherhood and Representation: The Mother in Popular Culture and Melodrama</i>. • Long, Lisa J. <i>Inclusive Feminism: A Third Wave Theory of Women's Commonality</i>. • Shaw, Susan M., and Janet Lee. <i>Transforming Gender: A Critical Feminist Approach</i>. • Connell, R. W. <i>Patriarchy and Its Discontents: A Feminist Perspective on the Evolution of Gender Inequality</i>. • Dutton, Patricia M. <i>Domestic Violence: A Comprehensive Guide to Resources and Solutions</i>. • Patel, Reema S. <i>Gender and Law in India: Theoretical Perspectives and Practical Implications</i>. • Ratanlal and Dhirajlal. <i>The Indian Penal Code: A Comprehensive Guide</i>.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VII	MJD 16 HERITAGE OF INDIA	Credits	4
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	- The course aims to provide an in-depth understanding of early Indian history, focusing on primary sources, the Harappan and Vedic periods, and the evolution of religious beliefs. - Students will explore the political, social, and economic developments from the Mauryan to Gupta empires, including key figures and significant cultural contributions.			
Course Content			Lecture Hour	Tutorial
Unit I	Sources of Early Indian History- Literary, Archaeological and foreign Notices- Pre-Historic period		10	3
Unit II	Harappan Culture-Discovery, Geographical Spread, Town Planning, Society, Economy and Religion- Causes for decline		10	3
Unit III	The Vedic Period – Polity, Society, Economy and Religious beliefs- Mahajanapadas- Rise of Heterodox sects- Buddha and his teachings, Mahavira and his teachings- Rise of Magadha- Invasion of Persians and Alexander on India and its effects.		10	3
Unit IV	The Mauryan Empire- Chandragupta Maurya, Asoka and his policy of dhamma – Mauryan Administration, Society and Economy – Post- Mauryan Period- The Indo-Greeks, Minanader- The Satavahanas, Gautamiputra Satakarni – Kushanas, Kanishka- Socio-economic changes in Post-Mauryan Period		10	3
Unit V	Gupta Empire- Samudra Gupta, Chandra Gupta II- Society, Economy, Education, Religious revival, Architecture and Literature, Hunas, Mihirakula- Harsha Vardhana		10	3
Suggested Readings:				
- Basham, A. L., ed. <i>A Cultural History of India</i>. Delhi, 1987. - Basham, A. L. <i>The Wonder that Was India</i>. Delhi, 1982. - Jha, D. N. <i>Ancient India in Historical Outline</i>. New Delhi, 1977. - Keay, John. <i>A History of India</i>. London, 2000. - Kosambi, D. D. <i>An Introduction to the Study of Indian History</i>. Bombay, 1975. - Majumdar, R. C. <i>Ancient India</i>. Calcutta, 1982. - Sharma, R. S. <i>India's Ancient Past</i>. New Delhi, 2009. - Sharma, R. S. <i>Perspectives in Social and Economic History of Early India</i>. - Thapar, Romila. <i>A History of India I</i>. London, 1966. - Thapar, Romila. <i>Early India</i>. New Delhi, 2002. - Thapar, Romila. <i>History and Beyond</i>. New Delhi, 2000. - Singh, Upender. <i>History of India up to 13th Century</i>. Pearson.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VII	MJD 17	Credits	4
Course Code		MEDIEVAL EUROPE 5th Century C.E to 15th Century	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The course on Medieval Europe from the 5th to the 15th century explores the transition from the fall of the Roman Empire to the medieval feudal system. - Students will learn about the characteristics of feudalism, the roles of various social classes, the influence of the Church and medieval universities, and the impact of Islamic contributions. - The course also covers the crises of the 14th century and the decline of feudalism.			
Course Content			Lecture Hour	Tutorial
Unit I	End of Classical Era and the dawn of Middle Age: The fall of the Roman Empire in the West- Characteristic features of feudalistic Europe; The Barbarian Kingdoms: Politics and Political Structure-Charlemagne.		10	3
Unit II	New Social and Economic Order: Those Who Fight: The Feudal Order– Nature, Origin and functions of European Feudalism– Those Who Pray: The Investiture Conflict; Those Who Work: The Manorial Economy; Those Who Don't Fit: Townsfolk – Craft Guilds and Merchant Guilds		10	3
Unit III	Age of the Faith- Papacy and Monasticism- Church and State- Education – Rise of Medieval Universities, Padwa, Bologna, Paris and Oxford.		10	3
Unit IV	Legacy of Islam to Europe- Technological Revolution – Printing and Gun powder; Crusades and its effects		10	3
Unit V	Medieval Economy & Thought - Crises of the 14th Century and Change: Old Rome/New Rome, The Death of Chivalry and Decline of Feudal Order, and Waning of the middle Ages; Fall of Constantinople.		10	3
Suggested Readings:				
- Bishop, Morris. <i>The Middle Ages</i>. Houghton Mifflin, Boston, 2001. - Southern, R. W. <i>The Making of the Middle Ages</i>. Yale University Press, New Haven, 1953. - Ross, James Bruce, and Mary Martin McLaughlin, eds. <i>The Portable Medieval Reader</i>. Viking Press, New York, 1949. - Chaudhuri, K. C. <i>The Middle Ages</i>. Central Book Agency, Calcutta, 1960. <i>Crusades through Arabites</i>. Google. - Fisher, H. A. L. <i>A History of Europe from the Earliest Times to 1713</i>. Eyre and Spottishwoode, London, 1952. - Pirenne, Henry. <i>Mohammed and Charlemagne</i>. - Lansing, Carol, Edward English, eds. <i>A Companion to the Medieval World</i>. Wiley Blackwell, Sussex, 2009. - Lombard, Maurice. <i>The Golden Age of Islam</i>. - Pirenne, Henri. <i>Economic and Social History of Medieval Europe</i>. Harvest, New York, 1936. - Strayer, Joseph. <i>The Middle Ages</i>. Appleton, New York, 1942. - Ganz, David, ed. and trans. <i>Two Lives of Charlemagne</i>, rev. ed. Penguin Classics, 2008.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VII	MJD 18	Credits	4
Course Code		HIGHLIGHTS OF HISTORY OF PONDICHERRY UPTO 1674 A.D.	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The paper "Highlights of History of Pondicherry up to 1674 A.D." covers the historical evolution of Pondicherry from ancient to medieval times, focusing on key sources and archaeological findings. - Students will learn about Pondicherry's geographical features, its role in Indo-Roman trade through Arikamedu, and significant temples like Mulanathar and Thiru Kameswara. - The course also explores educational centers in Bahur and Thirubhuvanai, as well as medieval inscriptions and the arrival of European commercial enterprises.			
Course Content			Lecture Hour	Tutorial
Unit I	Sources of Pondicherry History- Ancient Period, Medieval Period		10	3
Unit II	Nomenclature of Pondicherry- Geographical features of Pondicherry- Megalithic burials in Pondicherry - Importance of Arikamedu in Indo- Roman Trade		10	3
Unit III	Mulanathar temple of Bahur- Varadaraja Perumal temple of Thirubhuvanai- Mahadeva Temple of Madagadipattu- Thiru Kameswara temple of Villianur- Ayi Mandapam		10	3
Unit IV	Vedic College at Bahur- Thirubhuvanai as a centre of traditional Education- Bahur Tank and the Medieval Inscriptions		10	3
Unit V	Entry of European commercial enterprises in Pondicherry		10	3
Suggested Readings:				
- Antony, Francis Cyrol, ed. <i>Gazetteer of India: Union Territory of Pondicherry</i>, Vols. 1-2. Pondicherry, 1982. - Balasubrahmanyam, S. R. <i>Early Chola Temple</i>. Bombay, 1971. - Barnett, Douglas. <i>Early Chola Architecture and Sculpture: 866-1014 A.D.</i> London, 1974. - Beglay, Vimala. <i>The Ancient Port of Arikimedu</i>. Pondicherry, 1992. - Daniel, Richard. <i>Rome and India: The Ancient Sea Trade</i>. London, 1991. - Jouveau-Dubreuil, G. <i>The Pallavas</i>. Pondicherry, 1917. - Kuppusamy, S. <i>Kalvettugal Puduvai Pakuthigal</i>. Puducherry. - Nilakanta Sastry, K. A. <i>A History of South India</i>. New Delhi, 1966. - Nilakanta Sastry, K. A. <i>The Colas</i>. Madras, 1955. - Raja, A. <i>Concise History of Puducherry</i>. Pondicherry, 2006. - Ramasamy, A. <i>History of Pondicherry</i>. Delhi, 1987. <i>Revue Historique De Pondicherry</i>, Vol. 15, 1987. - Thillaivanam, S. <i>Puducherry Manilam Varalarum Panpadum</i>. Puducherry, 2007. - Vegatesan, Pulavar Na. <i>Varalatril Thirubhuvanai</i>. Puducherry, 2002. - Vijayavenugopal, G. <i>Inscriptions of Pondicherry</i>, Part-I. Pondicherry, 2005.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VII	MID 7A	Credits	4
Course Code		RELEVANCE OF ARTHASASTRA IN MODERN ECONOMY AND ADMINISTRATION	Hours	65
			IA	25
			ESE	75
Learning Objectives	- Students will gain an understanding of Kautilya’s Arthashastra, exploring its influence on ancient governance, economics, and diplomacy. - They will critically analyze the relevance of its principles in modern administration, trade, military strategy, and ethics. - Students will also compare Arthashastra with other global political philosophies.			
	Course Content			Lecture Hour
Unit I	Foundations of Kautilya’s Arthashastra: Kautilya’s life and his time; Political and social Context- Main ideas in Arthashastra- kingship, statecraft, and the seven elements of the state (Saptanga theory).		10	3
Unit II	Governance, Administration, and Bureaucracy: Kautilya’s ideas on governance, the role of kings, ministers, and bureaucracy. Revenue and taxation systems in Arthasastra. Relevance of Arthsastra to modern governance, administration and taxation.		10	3
Unit III	Economy, Trade, and Diplomacy: Kautilya’s thoughts on wealth creation, trade policies, and diplomacy. Kautilya’s theory on foreign policy and Application of Arthashastra's diplomatic strategies in contemporary international relations.		10	3
Unit IV	Military Strategy, Law, and Ethics: Kautilya’s principles of war and peace. Different types of warfare: Conventional, guerrilla, and psychological warfare. Defense mechanisms and strategies for national security. Judiciary, criminal, and civil laws in Arthashastra. Ethics in Governance: The role of dharma and morality in statecraft. Ethical dilemmas: Kautilya's “ends justify the means” vs. modern governance ethics. Relevance to Modern Issues: Military strategies in modern national security policies. The legal system and governance ethics in the 21st century.		10	3
Unit V	Arthashastra’s Contemporary Relevance and Criticism: Arthashastra influences on modern Indian and global governance. Parallels between Arthashastra and modern global diplomacy. Critical Perspectives: Ethical concerns, autocratic tendencies, and moral dilemmas in Arthashastra. Comparison with other political thinkers: Sun Tzu, Machiavelli, Plato. Modern critiques of Kautilya's statecraft and its application in democratic systems.		10	3
Suggested Readings:				
- Boesche, Roger. <i>The First Great Political Realist: Kautilya and His Arthashastra</i>. Lanham: Lexington Books, 2002. - Kangle, R. P. <i>Kautilya Arthashastra</i>. 3 vols. Motilal Banarsidass, 1969; reprinted 2010. - Olivelle, Patrick. <i>King, Governance, and Law in Ancient India: Kautilya's Arthasāstra</i>. Oxford, UK: Oxford University Press, 2013. - Rangarajan, L. N. <i>Kautilya: The Arthashastra</i>. Penguin Classics, 1992. - Trautmann, Thomas R. <i>Kautilya and the Arthasāstra: A Statistical Investigation of the Authorship and Evolution of the Text</i>. Leiden: E.J. Brill, 1971. - Basu, Ratan Lal, and Raj Kumar Sen. <i>Ancient Indian Economic Thought, Relevance for Today</i>. New Delhi: Rawat Publications, 2008. - Shoham, Dany, and Michael Liebig. "The Intelligence Dimension of Kautilyan Statecraft and Its Implications for the Present." <i>Journal of Intelligence History</i> 15, no. 2 (2016): 119–138.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VII	MID 7B	Credits	4
Course Code		INTERNATIONAL RELATIONS 1945- 2000 A.D.	Hours	65
			IA	25
			ESE	75
Learning Objectives	• The paper "International Relations 1945-2000 A.D." focuses on key global events and alliances, such as the Cold War, NATO, the Warsaw Pact, and crises in Berlin, Korea, Vietnam, and Cuba. • It explores the Non-Aligned Movement, disarmament, and nuclear treaties like SALT and CTBT, along with the disintegration of the USSR. • Students will also study oil diplomacy, the Arab-Israeli conflict, and Gulf Wars, as well as regional organizations like the EU, SAARC, and the Commonwealth. • The course also assesses the United Nations' role in world peace.			
Course Content			Lecture Hour	Tutorial
Unit I	Emergence of Cold War- Causes- Bipolar System- NATO – Warsaw Pact – SEATO – CENTO – ANZUS- Berlin Crisis- Korean Crisis- Vietnam Crisis- Cuban Crisis.		10	3
Unit II	Non- Aligned Movement - Disarmament- Nuclear non- proliferation – Collective security – SALT I & II – CTBT – Disintegration of USSR.		10	3
Unit III	Oil diplomacy and impact on international Polity and Economy- Arab- Isreal conflict – PLO – Gulf Wars.		10	3
Unit IV	European Integration Programmes, EEC and EU – SAARC – Commonwealth.		10	3
Unit V	Role of UNO in the World Peace- Success and Failure		10	3
Suggested Readings:				
• Sen, A.K. <i>Theory and Practice of International Relations</i>. • Frankel, Joseph. <i>International Relations in the Changing World</i>. • Deutsch, Kail W. <i>The Analysis of International Relations</i>. • Subramanian, N. <i>International Relations</i>. • Palmer, Norman D., and Howard C. Perkins. <i>International Relations</i>. • Viotti, Paul R. <i>International Relations Theory</i>. • Roy. <i>International Relations</i>. • Jayal, Shreesh. <i>The United Nations and World Peace</i>. • Srivastava, and Prof. Joshi. <i>International Relations</i> (Sterling).				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VII	MID 8A	Credits	4
Course Code		ECONOMIC HISTORY OF INDIA (1700-1947 A.D)	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The course covers the economic history of India from 1700 to 1947, focusing on the impact of European traders, colonial commercial and revenue policies, and the development of industry and railways. - Students will learn about the economic changes under British rule and their effects on agriculture, industry, and overall economic structure.			
Course Content			Lecture Hour	Tutorial
Unit I	Advent of European Traders to India- Indian economy at the turn of 17th century; Advent of the European trading companies: Portuguese-the Dutch, the French and the English-Their early trading activities.		10	3
Unit II	Commercial policies of the Colonial Enterprises: The French and the British East India companies.		10	3
Unit III	Revenue Policies of the East India Company and Agriculture- Early Experiments-Permanent Settlements- Ryotwari Settlement and other Settlements- Drain of wealth theory; Commercialisation Agriculture; Agrarian structure and land relations; agricultural markets and institutions – credit, commerce and technology; trends in performance and productivity; famines; Development of Irrigation and Rural Indebtedness.		10	3
Unit IV	Railways and Industry: Railways; the decline of conventional industries, debate; evolution of entrepreneurial and industrial structure; nature of industrialisation during the interwar period; constraints to industrial breakthrough; Trade Union & conditions of labour.		10	3
Unit V	Economy and State in the Imperial Context: The imperial priorities; fiscal policies; drain of wealth; Trade policies- Taxation; Economic Legacy of Colonialism in independent India.		10	3
Suggested Readings:				
- Subramanian, Lakshmi. <i>History of India 1707-1857</i>. Orient Blackswan, 2010. Chapter 4. - Guha, Sumit. "Mortality Decline in Early 20th Century India." <i>Indian Economic and Social History Review</i> (IESHR), 1991, 371-74, 385-87. - Roy, Tirthankar. <i>The Economic History of India 1857-1947</i>. 3rd ed. Oxford University Press, 2011. - Habib, Irfan. <i>Indian Economy 1858-1914. A People's History of India</i>, Vol. 28. Tulika, 2006. - Klein, Ira. "When Rains Fail: Famine Relief and Mortality in British India." <i>Indian Economic and Social History Review</i> 21, 1984. - Dreze, Jean. "Famine Prevention in India." In <i>The Political Economy of Hunger</i>, edited by Jean Dreze and Amartya Sen, 13-35. WIDER Studies in Development Economics, 1990. - Hurd, John. "Railways." In <i>The Cambridge Economic History of India</i>, Chapter 8, pp. 737-761. - Ray, Rajat, ed. <i>Entrepreneurship and Industry in India</i>. 1994. - Bagchi, A.K. "Deindustrialization in India in the Nineteenth Century: Some Theoretical Implications." <i>Journal of Development Studies</i>, 1976. - Morris, M.D. <i>Emergence of an Industrial Labour Force in India</i>. Oxford University Press, 1965. Chapter 11, Summary and Conclusions. - Chaudhuri, K.N. "Foreign Trade and Balance of Payments." In <i>The Cambridge Economic History of India</i>, Chapter 10.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VII	MID 8B	Credits	4
Course Code		FRENCH MONUMNETS & ARCHITECTURE IN PONDICHERRY	Hours	65
			IA	25
			ESE	75
Learning Objectives	- Upon completing the course, students will be able to analyse the influence of French architecture on Pondicherry, recognize different architectural styles, and understand their historical significance. - They will also gain insights into town planning and the blending of Tamil and French architectural elements in colonial and post-colonial Pondicherry.			
Course Content			Lecture Hour	Tutorial
Unit I	An Inscription to French Architecture- Greek Style, Roman Style- Influence of Syria & Armenia- Gothic Style- Renaissance Style of Italy, Baroque Style, French Academy of Architecture- Rococo Style of Architecture- Neoclassicism- Art Nouveau- Art Deco.		10	3
Unit II	Evolution of French Architecture in Pondicherry: Early French Period (1670-1730), Colonial Era (1740-1770), Napoleonic Era (1780-1810), Tamil and French Architectural Fusion of 19th Century.		10	3
Unit III	Secular Architecture- Government Building Cemetery- Monuments- and Religious Architectures- Private and Public Buildings.		10	3
Unit IV	Religious Architecture: Churches-Temples-Mosques-Cemeteries.		10	3
Unit V	Town Planning- Pondicherry Town, Early French Settlement, Town Planning in the 19th Century- Grid Patter- Boulevard-Promenade; Tree Lines Avenues; White Town, Indian Quarter, Canal, Public Spaces.		10	3
Suggested Readings:				
- Antony, Francis Cyril, ed. <i>Gazetteer of India: Union Territory of Pondicherry</i>, Vols. 1 & 2. Pondicherry, 1982. - Das, S. <i>The French Imperialism in India, 1763–1783</i>. 1992. - Dodwell, Henry. <i>Clive and Dupleix: The Beginning of Empire</i>. New Delhi: Delhi, 1989. - Feldbæk, Ole. <i>Sten Nilsson: European Architecture in India 1750-1850</i>. London: Faber and Faber, 1969. - Jeyaseela, Stephen S. <i>Pondicherry under the French: Illuminating the Urban Landscape, 1674-1793</i>. Delhi: Primus Books, 2018. - Krishnamoorthy, B. <i>French India Viduthalai Porattum</i>. Pondicherry, 1991. - Malleson, G.B. <i>History of the French in India, 1674-1761</i>. Delhi, 1986. - Mathew, K.S., and S.J. Stephen. <i>Indo-French Relations</i>. Delhi, 1999. - Mathew, K.S. <i>French in India and Indian Nationalism</i>, Vols. 1 & 2. Delhi, 1999. - More, J.B.P. <i>Freedom Movement in French India</i>. Tellicherry, 2001. - Rahman, S.A. <i>The Beautiful India</i>. New Delhi, 2006. - Rai, Animesh. <i>The Legacy of French Rule in India, 1674-1954</i>. Pondicherry, 2008. - Raja, A. <i>Concise History of Puducherry</i>. Pondicherry, 2006. - Ramasamy, A. <i>History of Pondicherry</i>. Delhi, 1987. - Ray, Aniruddha, ed. and trans. <i>Francois Martin Memories: Travels to Africa, Persia and India</i>. Calcutta, 1990. - Sen, S.P. <i>The French in India, 1763-1816</i>. Calcutta, 1958. - Vincent, Rose. <i>French in India: From Diamond Traders to Sanskrit Scholars</i>. Bombay, 1990.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VIII	MJD 19	Credits	4
Course Code		HISTORY OF INDIA 1206-1856 A.D	Hours	65
			IA	25
			ESE	75
Learning Objectives	- The paper "History of India 1206-1856 A.D." provides an overview of the Delhi Sultanate and Mughal Empire, focusing on key rulers like Iltutmish, Razia, Alauddin Khalji, Babur, Akbar, and Aurangzeb. - Students will explore their conquests, policies, and the social, economic, and cultural aspects of their reigns. The course also covers the decline of the Mughal Empire, the rise of regional powers, and the expansion of British rule in India.			
Course Content			Lecture Hour	Tutorial
Unit I	The Delhi Sultanate (1206 – 1526): Foundation of the Delhi Sultanate: Qutb-ud-din Aibak and consolidation under Iltutmish and Balban. Khilji Dynasty, Tughlaq Dynasty, Sayyid and Lodi Dynasties, Administration and Economy: Political structure, military organization, revenue systems, agrarian changes, Cultural and Social Developments: Influence of Islam on Indian society, architecture, literature, and Sufi movements.		10	3
Unit II	The Mughal Empire (1526 – 1707): Babur and Humayun: The establishment of the Mughal Empire. Akbar's Reign: Policies of religious tolerance, administration, military, and economic reforms. Jahangir and Shah Jahan: Political consolidation, artistic and cultural achievements (architecture, painting). Aurangzeb's Rule: Expansion and decline, religious policies, revolts, and resistance.		10	3
Unit III	Decline of the Mughal Empire and the Rise of Regional Powers (1707 – 1761): Later Mughals and Decline: Causes for the decline of the Mughal Empire; Emergence of Regional Powers: Marathas, Sikhs, Rajputs, Nawabs of Bengal, Awadh, and Hyderabad, Battle of Plassey (1757) and Buxar (1764): British East India Company's increasing role in Indian politics.		10	3
Unit IV	British Expansion in India (1761 – 1820): Early British Colonialism: The dual government in Bengal, consolidation under Warren Hastings, Cornwallis reforms. Anglo-Mysore Wars: Conflict with Haider Ali and Tipu Sultan. Anglo-Maratha Wars: British-Maratha conflicts and the end of Maratha power. British Administrative Reforms: Revenue settlements (Permanent Settlement, Ryotwari, Mahalwari).		10	3
Unit V	Resistance to British Rule and the 1857 Revolt (1820 – 1856): Pre-1857 Uprisings: Early resistances and revolts (e.g., Sanyasi, Poligar, and tribal uprisings). Socio-Religious Reforms: Reform movements, Raja Ram Mohan Roy, Brahmo Samaj, and the impact on Indian society. Economic and Political Causes of the 1857 Revolt: Exploitative policies, annexations (Doctrine of Lapse), discontent among soldiers. Events Leading to the Revolt: Immediate causes and the political atmosphere on the eve of 1857.		10	3
Suggested Readings:				
- Ashraf, K.M. <i>Life and Conditions of the People of Hindustan, 1200-1500</i>. Delhi, 1959. - Banerjee, A.C. <i>New History of Medieval India</i>. New Delhi, 1993.				

- Banerjee, A.C. *The State and Society in North India 1206-1526*. New Delhi, 1993.
- Chandra, Satish. *History of Medieval India*. Hyderabad, 2007.
- Chandra, Satish. *Medieval India I*. New Delhi, 1998.
- Chitnis, K.N. *Socio-Economic Aspects of Medieval India*. Poona, 1979.
- Jackson, Peter. *The Delhi Sultanate: A Political and Military History*. Cambridge, 1999.
- Lal, K.S. *Twilight of the Sultanate*. Bombay, 1963.
- Moreland, W.H. *Agrarian System of Moslem India*. Cambridge, 1929.
- Raychaudhuri, Tapan, and Irfan Habib, eds. *The Cambridge Economic History of India*, Vol. I. Hyderabad, 1982.
- Sewell, Robert. *A Forgotten Empire*. Delhi, 1990.
- Srivastava, A.L. *The Sultanate of Delhi*. Agra, 1984.

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VIII	MJD 20	Credits	4
Course Code		HISTORIOGRAPHY AND RESERCH METHODOLOGY	Hours	65
			IA	25
			ESE	75
Learning Objectives	• The paper "Historiography and Historical Methods" introduces students to the study and writing of history. It covers the meaning, scope, and relationship of historiography with other social sciences. • Students will explore classical, medieval, and modern historiographical traditions, from figures like Herodotus and Tacitus to modern schools of thought like Positivism, Historical Materialism, and Postmodernism. • The course also examines the epistemology of history, focusing on objectivity, interpretation, and causation, along with essential research methodologies such as identifying research gaps, literature reviews, and source analysis.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction to Historiography - Meaning- Definitions - Nature- Scope &Purpose - Relation with other social sciences- Geography - Archaeology- Political Science - Anthropology-Economics- Sociology - Law.		10	3
Unit II	Classical and Medieval Historiography: Greek - Herodotus, Thucydides, Polybius - Roman - Livy, Tacitus - Medieval Chroniclers- St. Augustin- Gibbon.		10	3
Unit III	Modern Historiography: School Enlightenment - Romanticism - Idealism - Positivism - Positivism - Historical Materialism - Scientific History - Annales School - Post Modernism - post-structuralism - Subaltern Historiography.		10	3
Unit IV	Epistemology of History: Historicism - Objectivity & Subjectivity- Causation - Interpretation & Narration - Generalisation.		10	3
Unit V	Research Methodology - Discovering the Research Gap - Choosing the topic - Literature Review -Source Analysis - Drafting the hypothesis- Synthesis of the data - Exposition - Bibliography - Foot Notes.		10	3
Suggested Readings:				
• Bloch, Marc. <i>The Historian’s Craft</i>. New York: Vintage Books, 1979. • Braudel, Fernand. <i>On History</i>. Chicago: University of Chicago Press, 1982. • Burke, Peter. <i>Varieties of Cultural History</i>. Oxford, 1999. • Carr, E.H. <i>What is History?</i> 2nd ed. New York, 1987. • Collingwood, R.G. <i>The Idea of History</i>. Oxford: Oxford University Press, 1974. • Eagleton, Terry. <i>The Function of Criticism: From the Spectator to Post-Structuralism</i>. Radical Thinkers. London: Verso, 2006. • Gardiner, John, ed. <i>What is History Today?</i> London: Humanities Press International, 1988. • Moore, Stephen D. <i>Post-Structuralism and the New Testament: Derrida and Foucault at the Foot of the Cross</i>. Augsburg Fortress, 1994. • Thapar, Romila. <i>Sakuntala: Texts, Readings, Histories</i>. New York: Columbia University Press, 2011. • Wedgwood, C.V. <i>The Sense of the Past: Thirteen Studies in the Theory and Practice of History</i>. New York: Collier Books, 1960.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VIII	INDIAN FOREIGN POLICY	Credits	4
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	- This course provides an overview of Indian foreign policy, covering its objectives, key principles, and institutional framework. - It examines India's relations with neighbours like Pakistan, China, and Bangladesh, its role in regional organizations, global engagements (UN, BRICS), and interactions with major powers and economic institutions, addressing challenges like climate change and security.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction to Indian Foreign Policy - Historical Context and Evolution- Objectives and Key principles- institutional framework - Ministry of External Affairs, Prime Minister's Office, Cabinet, Parliament, and Military.		10	3
Unit II	India's Neighbourhood Policy - Relation with Pakistan -China-Bangladesh - Nepal-Sri Lanka-other South Asian Countries - SAARC, BIMSTEC.		10	3
Unit III	India's Global Engagements - United Nations and Multilateralism Relation with USA, Russia, EU, Japan - BRICS - India's role in global Governance and international institutions.		10	3
Unit IV	India's Engagement with Global Economic Institutions: Strategic and Security Issues - WTO, IMF - Trade Agreements -Nuclear Policy and Disarmament - Defence Cooperation - Counter-terrorism - Space - Cyber Security.		10	3
Unit V	Regional and Global Challenges -Climate change - Maritime Security in the Indian Ocean - Refugee and migration issues - Global Health and Pandemics.		10	3
Suggested Readings:				
- Bandyopadhyay, Jayantanuja. <i>The Making of India's Foreign Policy</i>. Calcutta: Allied Publishers, 2003. - Gupta, K.R., and Vatsala Shukla. <i>Foreign Policy of India</i>. New Delhi: Atlantic Publishers & Distributors, 2009. - Jain, B.M. <i>Global Power: India's Foreign Policy 1947-2006</i>. Lanham, MD: Lexington Books, 2008. - Jayapalan, N. <i>Foreign Policy of India</i>. New Delhi: Atlantic Publishers & Distributors, 2001. - Kapur, Harish. <i>India's Foreign Policy – Shadows and Substance</i>. New Delhi: Sage, 1994. - Khanna, V.N. <i>Foreign Policy of India</i>. New Delhi: Vikas Publishing House, 2018. - Kamat, P.M. <i>Emerging International Order and Foreign Policy Options for India</i>. Allahabad: Indian Academy of Social Sciences, 1999. - Mansingh, Lalit, et al., eds. <i>Indian Foreign Policy: Agenda for the 21st Century</i>, Vols. 1 and 2. New Delhi: Foreign Service Institute with Konark, 1998. - Rajan, Mannaraswamighala Sreeranga. <i>Studies on India's Foreign Policy</i>. New Delhi: ABC Publishing House, 1993. - Sinha, A., and M. Mohta, eds. <i>Indian Foreign Policy: Challenges and Opportunities</i>. New Delhi: Academic Foundation, 2003.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VIII	HISTORY OF SCIENCE, TECHNOLOGY, AND MEDICINE IN INDIA (HISTM)	Credits	4
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	• The study of the history of science, technology, and medicine in India aims to provide a comprehensive overview of the development and impact of scientific and technological knowledge from ancient times to the present. • Objectives include exploring traditional scientific practices in pre-modern India, examining advancements in ancient metallurgy and medical science, understanding the evolution of science and technology during the medieval and colonial periods, and evaluating the achievements of post-independence scientific institutions.			
Course Content			Lecture Hour	Tutorial
Unit I	Introduction: Definition of Science? Scientific Tradition in India- Traditions of Gyan, Vigyan, and Ilma, in Pre-Modern India; Scientific Revolution- Historiography and Debates; Approaches to HISTEM.		10	3
Unit II	Science and Technology in Ancient India; Diseases and their cure in the Atharvaveda; Metallurgy in ancient India: Copper, Bronze and Iron; Technological advancements under the Guptas- Aryabhatta, Varahamihira and Brahmagupta.		10	3
Unit III	Science, Technology and Medicine in Medieval India: Medical Science and Astronomy; Boat and Ship-building activities in India; Textiles industries and ceramics works.		10	3
Unit IV	Science and Technology in colonial India; Science and the Raj: Policies, Institutions, and Practices; Western Medicine: Practitioners, Epidemics, and Challenges of Public Health; Science and the Indian Awakening: Mahendralal Sarkar, Prafulla Chandra Ray, Jagdish Bose, CV Raman, and others.		10	3
Unit V	Science and Technology in Independent India: History & Achievements of Scientific institutions: ICAR- Green Revolution, DRDO, DAE & Atomic and Nuclear Energy; ISRO-Development of Space Science and Polar Science Research.		10	3
Suggested Readings:				
• Jeyaraj, Dr. Verghese S. <i>History of Science and Technology</i>. Anns, 1999. • Khoolar, V.R. <i>Progress of Medical Science: Fifty Years of Science in India</i>. • Mason, F.S. <i>The History of Science</i>. • Needham, Joseph. <i>Science and Civilization in China</i>. • Pledge, H.T. <i>History of Science</i>. • Sarton, George. <i>Introduction to the History of Science</i>.				

DEPARTMENT OF HISTORY, BGCW, PUDUCHERRY				
Semester	VIII	AN INTRODUCTION TO INDIAN PHILOSOPHY	Credits	4
Course Code			Hours	65
			IA	25
			ESE	75
Learning Objectives	• The paper "Introduction to Indian Philosophy" introduces students to the origins and development of Indian philosophical thought, including key concepts from Vedic religion, the Upanisads, and the Bhagavad Gita. • It explores heterodox systems like Carvaka, Buddhism, and Jainism, along with orthodox systems such as Nyaya, Vaisesika, Sankhya, and Yoga. Students will also study Mimamsa and Vedanta, focusing on concepts like the soul, Brahman, and liberation.			
Course Content			Lecture Hour	Tutorial
Unit I	Meaning and scope of Indian Philosophy: Introduction: Origin and Development of Indian Philosophy- Vedic Religion, Rta - Upanisadic Concept of Reality - Gita Concept of Nishkamakarma -Sthithaprajna. The common characteristics of Indian Philosophy.		10	3
Unit II	Heterodox Systems : Carvaka Materialism - Metaphysics and Epistemology –Buddhism - Four noble truths – Pramanas - Jainism- Categories – Triratnas Syadvada.		10	3
Unit III	Orthodox Systems: Nyaya; Nyaya Pratyaksa and Anumana – Vaisesika – Epistemology of Vaisesika Padarthas, Sankhya: Prakriti and Purusa.		10	3
Unit IV	Samkhya - Yoga- Samkhya Metaphysics –Parinamavada- Svatah Pramanya Vada– Sadasadkhyati - Astanga Yoga.		10	3
Unit V	Mimamsa concept of Soul, Vedanta Brahman and Jiva Purva Mimamsa – Realism – Pramanas accepted by Bhatta and Prabhakara – Theory of Error - Means to Liberation.		10	3
Suggested Readings:				
• Barlingay, S.S. <i>A Modern Introduction to Indian Logic</i>. Delhi: National Publishing House, 1965. • Bhattacharjee, Jyotsna. <i>Bharatiya Darsana</i>. • Chatterjee, S.C., and D.M. Datta. <i>An Introduction to Indian Philosophy</i>. Reprint. Calcutta: University of Calcutta Press, 1984. • Chatterjee, S.C. <i>The Nyaya Theory of Knowledge</i>. Calcutta: University of Calcutta Press, 1950. • Chatterjee, S.G., and D.M. Datta. <i>An Introduction to Indian Philosophy</i>. Calcutta: University of Calcutta Press, 1960. • Hiriyana, M. <i>Outlines of Indian Philosophy</i>. London: Allen & Unwin, 1951. • Müller, F.M. <i>The Six Systems of Indian Philosophy</i>. London: Longmans, Green and Co., 1928. • Radhakrishnan, S. <i>Indian Philosophy</i>, Vol. 1. 2nd ed. Muirhead Library of Philosophy. London: George Allen and Unwin, 1929. • Sharma, C. <i>A Critical Survey of Indian Philosophy</i>. Delhi: Motilal Banarsidass, 1964. • Sharma, C.D. <i>Critical Survey of Indian Philosophy</i>. Delhi: Motilal Banarsidass, 2003.				