KAMARAJ COLLEGE

(AUTONOMOUS)

Accredited with A+ Grade by NAAC

Among Top 150 Colleges in India - NIRF Ranking 2025

இந்து நாடார் சங்கங்களால் 1966-ல் தொடங்கப்பட்ட கல்லூரி

(Affiliated to Manonmaniam Sundaranar University, Tirunelveli)

THOOTHUKUDI - 628 003.

MINUTES OF THE BOARD OF STUDIES

DEPARTMENT OF HISTORY

M.A., History

Semester – I to IV

(for the students those who joined from the academic year 2025-2026)

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M.A., History

Semester – I to IV

Syllabus

(For the Students those who joined from the academic year 2025 - 2026)

Department Profile

NAME OF THE PROGRAMME : M.A HISTORY

PROGRAMME CODE 06019

YEAR OF ESTABLISHMENT : 2013-2014

E- MAIL ID : kamarajcollegehistory@gmail.com

College E-Mail : kamarajcoll@gmail.com

College Website : https://kamarajcollege.ac.

Vision:

The Department providing a comprehensive understanding of Global, National, and Regional Histories, encompassing diverse cultures and time periods.

Mission:

To encouraging a passion for history that extends beyond the classroom, motivating students to continuously seek historical knowledge.

M1	To impart quality education and to foster holistic development of the learner through the education of multi-dimensional aspects of History
M2	To establish a platform to develop entrepreneurship skill, pursue higher education and to promote life-long learning opportunities in History
M3	To create a socially responsible citizen and enable learners to be ethical and contribute to the national development by choosing different careers of History

PG - M.A - PROGRAMME OUTCOME (PO)

PO 1	**Problem Solving Skill** Apply knowledge of Management theories and Human Resource practices to solve business problems through research in Global context.
PO 2	**Decision Making Skill** Foster analytical and critical thinking abilities for data-based decision-making.
PO 3	**Ethical Value** Ability to incorporate quality, ethical and legal value-based perspectives to all organizational activities.
PO 4	**Communication Skill** Ability to develop communication, managerial and interpersonal skills.
PO 5	**Individual and Team Leadership Skill** Capability to lead themselves and the team to achieve organizational goals.
PO 6	**Employability Skill** Inculcate contemporary business practices to enhance employability skills in the competitive environment.
PO 7	**PO7: Entrepreneurial Skill** Equip with skills and competencies to become an entrepreneur.
PO 8	**Contribution to Society** Succeed in career endeavours and contribute significantly to society.

PG - M.A –HISTORY PROGRAMME SPECIFIC OUTCOME (PSO)

PSO1	**Placement** To prepare the students who will demonstrate respectful engagement with others' ideas, behaviors, and beliefs and apply diverse frames of reference to decisions and actions.
PSO2	**Entrepreneur** To create effective entrepreneurs by enhancing their critical thinking, problem solving, decision making and leadership skill that will facilitate startups and high potential organizations.
PSO3	**Research and Development** Design and implement HR systems and practices grounded in research that comply with employment laws, leading the organization towards growth and development.
PSO4	**Contribution to Business World** **To produce employable, ethical and innovative professionals to sustain in the dynamic business world.**
PSO5	**Contribution to the Society** **To contribute to the development of the society by collaborating with stakeholders for mutual benefit.**

Methods of Evaluation		
Internal Evaluation	Continuous Internal Assessment Test	25 Marks
	Assignments	
	Seminars	
	Attendance and Class Participation	
External Evaluation	End Semester Examination	75 Marks
	Total	100 Marks

For theory Papers:

- Part A 10X1=10 Marks-Answer all questions (No choice)
- Part B 5 X 5= 25 Marks-Choosing either (a) or (b)
- Part C 5 X 8= 40 Marks-Choosing either (a) or (b)
- **Total = 75 marks**

Pedagogy:

- Technology Based Learning (PPT)
- Peer Teaching (Chalk & Talk)
- Virtual Lab
- Blended Learning (Online & Offline)
- Group Learning
- Self - Study
- Games Based Learning

Course Structure

(For the Students admitted from the academic year 2025 – 26 onwards)

First Year – Semester- I

M.A ., History

Nature of the Course	Course Code	Title of the Course	Credits	Hours	Duration of ESE Hrs	Max. Marks		
						CIA	ESE	Total
Core I	25PMHI11	History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)	**6**	**7**	**3**	**25**	**75**	**100**
Core II	25PMHI12	Socio Cultural History of Tamil Nadu Upto 1565 CE	**6**	**7**	**3**	**25**	**75**	**100**
Core III-	25PMHI13	History of World Civilizations (Excluding India)	**4**	**6**	**3**	**25**	**75**	**100**
Elective I	25PEHI11 25PEHI12	**Any one** 1. Freedom Struggle in Tamil Nadu 2. Indian Art and Architecture	**2**	**5**	**3**	**25**	**75**	**100**
Elective II	25PEHI13 25PEHI14	**Any one** 1. Administrative History of Tamil Nadu 2. Cultural Heritage of India	**2**	**5**	**3**	**25**	**75**	**100**
		Total	**20**	**30**				

Course Structure

(For the Students admitted from the academic year 2025– 26 onwards)

First Year – Semester- II

M.A ., History

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE(Hrs.)	Marks Allotted		
						CIA	ESE	Total
Core - IV	25PMHI21	History of Medieval India - 1206 - 1707 CE	5	6	3	25	75	100
Core - V	25PMHI22	Socio Cultural History of Tamil Nadu 1565 -1956 CE	5	6	3	25	75	100
Core - VI	25PMHI23	Historiography and Historical Methods	4	6	3	25	75	100
EC - III	25PEHI21 25PEHI22	Any one 1. History of Journalism 2. International Migrations and Diasporic Studies	3	4	3	25	75	100
EC - IV	25PEHI23 25PEHI24	Any one 1. Indian Constitution 2. Environmental History of India	3	4	3	25	75	100
SEC I	25PSHI21	Introduction to Epigraphy	2	4	3	25	75	100
		Total	**22**	**30**				

Course Structure

(For the Students admitted from the academic year 2025– 26 onwards)

Second Year – Semester- III

M.A ., History

Part	Course Code	Title of the Course	Credits	Hours	Duration of ESE(Hrs.)	Marks Allotted		
						CIA	ESE	Total
Core - VII	25PMHI31	Colonialism and Nationalism in India	5	6	3	25	75	100
Core - VIII	25PMHI32	Intellectual History of India	5	6	3	25	75	100
Core - IX	25PMHI33	Economic History of India since 1857 CE	5	5	3	25	75	100
Core - X	25PMHI34	Tourism in Tamilnadu	4	5	3	25	75	100
EC - V	25PEHI31 25PEHI32	Any one 3. Principles and Techniques of Archaeology/ 4. Studies in Human Rights	3	4	3	25	75	100
SEC - II	25PSHI31	Communication Strategies for Leadership Success	2	4	3	25	75	100
Internship	25PTHI31	Internship / Industrial Visit / Field Visit / Research – knowledge Updation Activity	2	--	--	40	60	100
Total			**26**	**30**				

Course Structure

(For the Students admitted from the academic year 2025 – 26 onwards)

Second Year – Semester- IV
M.A., History

Course	Course Code	Title of the Course	Credits	Hours	Duration of ESE (Hrs.)	Marks Allotted		
						CIA	ESE	Total
Core XI	25PMHI41	Contemporary India	5	6	3	25	75	100
Core - XII	25PMHI42	Peasant and Labour Movements in India	5	6	3	25	75	100
Core - XIII	25PMHI43	International Relations since 1945 CE	5	6	3	25	75	100
Core – XIV	25PMHIP1	Project with Viva	4	6	1.5	50	50	100
EC - VI	25PEHI41 25PEHI42	Any one **1.** Women in India through the Ages **2.** Science and Technology in India since 1947 CE	2	4	3	25	75	100
SEC - III	25PSHI41	Research and Report Writing	2	2	3	25	75	100
Extension Activity	25PEX41	Extension Activity	1	--	1.5	50	50	100
		Total	**24**	**30**				

**** SEC-Skill Enhancement Course** **** CIA- Continuous Internal Assessment**
**** EC –Elective Course** **** ESE- End Semester Examination**

Semester - I

History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PMHI11	**History of Ancient and Early Medieval India - Prehistory to 1206 Common Era (CE)**	**Core - 1**	6	1			6	7	25	75	100

Learning Objectives	
LO1	Explain the sources and the features of Pre and Proto history at the national and regional level
LO2	Understanding of the social, political and economic life in the Vedic age and the post-Vedic polity and religion
LO3	An account of Mauryan and Post- Mauryan period
LO4	The chief features of the Age of Guptas and its legacy
LO5	Knowledge of the history of the Peninsular India under various dynasties

Unit	Contents
I	Sources: Archaeological Sources – Literary Sources – Foreign Accounts; Prehistoric culture: Palaeolithic – Mesolithic – Neolithic –Distribution – Tools – Life of the people; Proto History –Harappan Civilization: Origin – Chronology – Extent – First Urbanization – Town Planning – Seals and Script – Trade Contacts ;Ancient Tamil Civilization: Adichanallur – Keeladi – Kondagai – Mayiladumparai – Sivagalai
II	Vedic Period: Debate on the original home of the Aryans –Life during Early Vedic Age – Transformation from Early Vedic to Later Vedic Period – Social - Political – Economic; Second Urbanization: Emergence of the Mahajanapadas – Formation of State: Republics and Monarchies – Rise of Urban Centres – Magadha: Haryankas – Sisunagas – Nandas; Intellectual Awakening: Rise of Buddhism and Jainism -their impact on society in India and Abroad; Persian and Macedonian Contacts – Alexander's Invasion and its impact
III	The Mauryan Imperial State: Chandragupta Maurya and his political achievements - Ashoka, his edicts and his policy of Dhamma; Spread of Religion;Mauryan Administration: Kautilya and Arthasastra – Megasthenes; Economy – Mauryan Art and Architecture – Disintegration of the Mauryan Empire; Post Mauryan Political, Economic, Social and Cultural developments: Indo- Greeks – Sakas – Parthians – Kushanas – Western Kshatrapas – Development of Religions –Mahayana; Satavahanas of Andhra: their contribution to art and architecture
IV	Guptas – Polity and Administration – Patronage to Art, Architecture and Literature– Educational Institutions: Nalanda – Vikramashila – Valabhi; Huna Invasion and Decline; Vakatakas: Polity and Economy; Harsha: The assemblies at Prayag and Kanauj - Hiuen-Tsung's account of India

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

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

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

Web Resources	
1.	**https://sourcebooks.fordham.edu/india/indiasbook.asp**
2.	**https://www.pbs.org/thestoryofindia/resources/websites/**
3.	**https://archive.org/details/IndiaHistory**

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Know the Prehistoric sites and the life of early man and appreciate the urban character of Indus Valley Civilization
CO2	Know the various theories of origin of Aryans, and their socio-economic life
CO3	Detail the polity, administration and religious policy of Mauryas and the origin and development of new religions
CO4	Give a detailed account of the Age of Guptasand Harsha's administration
CO5	explain the history of Peninsular India under various dynasties

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Socio Cultural History of Tamil Nadu up to 1565 CE

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PMHI12	**Socio Cultural History of Tamil Nadu up to 1565 CE**	**Core - 2**	6	1			6	7	25	75	100

Learning Objectives	
LO1	Present the early history of Tamil Nadu
LO2	Detail the history of Pallavas and their contribution
LO3	Highlight the impact of the Cholarulers's administration
LO4	Give an account of the history of Pandyas of Madurai
LO5	Explain the society and culture under Madurai Sultanate and Vijayanagara rulers

Unit	Contents
I	Sources of the History of Tamil Nadu – Ancient Tamil Civilization - Sangam Literature – Concept of Tinai– Social and Economic life –Roman Trade Contacts and their impact – Religious life– Murugan and Korravai – Nadukal
II	Pallavas: Origin, history and contribution to South Indian culture –Socio-religious condition – Bhakti Movement and theState – Growth of Saiva and Vaishnava Traditions – Institution of Temple – Art and Architecture – Education: Ghatikas – Literature
III	Imperial Cholas: Socio- religious condition – Local Self Government and Village Autonomy – Landholding System and Society – Economic Life – Art and Architecture –Overseas expansion and cultural impact
IV	Pandyas of Madurai: Social Classes –Religion: Saivism and Vaishnavism – Art and Architecture: Later Pandyas, Marco Polo's Account – Society: Valangai and Idangai– Religion – Art and Architecture: Madurai Meenakshi Temple – Religion: Mathas – Saivasiddhantam and Virsaivism
V	Society and Culture under the Madurai Sultanate – Vijayanagar Empire – Krishnadeva Raya –Royal Patronage of Literature, Art and Architecture – Social Life – Position of Women

Textbooks	
1.	Karashima, Noboru, A Concise History of South India: Issues and Interpretations, OUP, New Delhi, 2014
2.	Subramanian, N., Social and Cultural History of Tamilnad(upto 1336 A.D.), 2011

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

Web Resources	
1.	https://www.tn.gov.in/tamilnadustate
2.	https://diksha.gov.in/tn/

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Detail the early history of Tamil Nadu
CO2	Give an account of the history of Pallavas and their contribution
CO3	highlight the impact of the Cholarulers's administration
CO4	present an account of the history of Pandyas of Madurai
CO5	explain the society and culture under Madurai Sultanate and Vijayanagara

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

History of World Civilizations (Excluding India)

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PMHI13	**History of World Civilizations (Excluding India)**	**Core - 3**	5	1			4	6	25	75	100

Learning Objectives	
LO1	Explain the concepts of civilization and culture and brief history of pre-historic period
LO2	Present different features of various ancient civilizations
LO3	Explain the main West Asian civilizations
LO4	compare the features of Chinese and Japanese civilizations
LO5	studyand compare Greek and Roman Civilizations

Unit	Contents
I	Introduction – Definition of Civilization – Comparison between Culture and Civilization – Origin and Growth of Civilizations – Pre – historic Culture – Palaeolithic and Neolithic period Culture – rivers, resources and civilizations
II	The role of environment – the invention of writing – Mesopotamian Civilization – Sumerian – Babylonian – Life under Hammurabi – the Kassite interlude – Egyptian and the Age of Pharaohs – the rise of the Hittites and their greatness – The fall of empires and survival of cultures
III	The evolution of Jewish religion – the power of Assyria – Assyrian rule and culture – Chaldean Babylonia – The rise of Persia – the coming of the Medes and Persians – Zarathustra – Persia's World Empire.
IV	China's Classical Age – the Zhou dynasty – Age of Confucius and his followers – the Qin unification – the glory of the Han Dynasty – contribution to the World – development of Art and Architecture – Religion and Science – Japanese Civilization and Culture – Maya, Aztec and Inca Civilizations

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

Textbooks	
1.	Swain J.E , A History of World Civilization, Eurasia Publishing House, New Delhi, 1938.
2.	Will Durant, The Story of Civilization I and II (Simon and Schuster, New York, 1966)
3.	Gokale, B.K, Introduction to Western Civilization, S.Chand& Company, New Delhi, 1999.
4.	Hayes C.J, History of Western Civilization, Macmillan, New York, 1967.
5.	Manoj Sharma, History of World Civilization, Anmol Publication Pvt.Ltd, New Delhi, 2005.

Reference Books	
1.	Judd, G.P, History of Civilization, Macmillan, New York, 1966.
2.	Rebello , World Civilization – Ancient and Medieval, Part II, Mangalore, 1969.
3.	Scarre C. and Brian Fagan, Ancient Civilizations, New Jersey: Pearson, 2008
4.	Finley M.I, Ancient Slavery: Modern Ideology, London: Chatto and Windus 1980.
5.	Brunt P.A. , Social Conflicts in the Roman Republic, London: Chatto and Windus, 1971

Web Resources	
1.	https://www.worldhistory.org/civilization/
2.	https://www.historyworld.net
3.	https://www.ancienthistorylists.com

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	compare the concepts of civilization and culture and brief history of pre- historic period
CO2	Understand the significant features of Mesopotamian, Sumerian and Egyptian civilizations
CO3	study about origin and growth of river valley civilizations
CO4	describe the features of Chinese and Japanese civilizations
CO5	Explain the contributions of Greek and Roman civilisations.

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Freedom Struggle in Tamil Nadu

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PEHI11	**Freedom Struggle in Tamil Nadu**	**EC - 1**	4	1			2	5	25	75	100

Learning Objectives	
LO1	To present the early resistance to colonial rule
LO2	To detail the factors for the emergence of national consciousness and the role of sociopolitical organisations
LO3	To explain the activities of Indian National Congress in Tamil Nadu under various rulers; also the role of national press
LO4	To detail the activities of moderate and revolutionary leaders and the impact of Gandhi
LO5	To point out the role of Tamil Nadu in the latter phase of the freedom struggle

Unit	Contents
I	Poligar Revolt – PuliThevan – VeeraPandiya Kattabomman – Velu Nachiyar – Marudu Brothers – South Indian Rebellion – Vellore Revolt of 1806 – Causes – Course – Impact
II	Emergence of Nationalist Consciousness –Socio - Political Organizations – Madras Native Association – –Madras MahajanaSabha- Impact of Gandhi Visit Tamilnadu
III	Press and Nationalism –- The 'Hindu', Swadesamitran, New India, Dinamani, India (edited by Bharathi), Swarajya- ; Salem Desabhimani - – Desabhaktan- Sooryodhayam- - Vijaya- Chakravardhini- BalaBharatham- Nava Sakthi- SwantiraSangu-
IV	Moderate Phase and Extremist Phase –Swadeshi Movement in Tamil Nadu – G.SubramiayaIyer- V.O. Chidamabaram – SubramaniaBharathi – KadalurAnjaliammal- SoundaramAmmayar. Revolutionary Movement in Tamil Nadu – Vanchinathan– TirupurKumaran - Subramania Siva- NeelakantaBrahmmachari
V	Impact of Gandhi –Role of Rajaji – Vedaranyam March – S. Satyamurthi Quit India Movement in Tamil Nadu –K.Kamaraj- Participation of Tamils in Indian National Army – Popular Participation of Tamils

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

Reference Books	
1.	Narasimhan V.K. : Kamaraj – A Study
2.	Sundarajan, Saroja. : March to Freedom in Madras Presidency, 1885-1915.
3.	Suntharalingam, R. : Politics and Nationalist Awakening in South India,1852-1891.
Web Resources	
1.	https://www.indiaculture.nic.in/sites/default/files/pdf/Martyrs_Vol_5_06_03_2019.pdf
2.	https://www.youreducationportal.com/freedom-fighters-of-tamil-nadu/

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Appreciate the contribution of early resistance against British rule in Tamil Nadu.
CO2	Describe the role of organizations in increasing nationalist consciousness
CO3	Assess the role of press in Tamil Nadu towards the nationalist cause.
CO4	Evaluate the contribution of various leaders to s India's freedom struggle.
CO5	Understand the role of Tamil Nadu in the final phase of the freedom struggle

Mapping with Programme Outcomes:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	2	3	2
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	3	3	3
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Indian Art and Architecture

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PEHI12	**Indian Art and Architecture**	**EC - 1**	4	1			2	5	25	75	100

Learning Objectives	
LO1	detail the art and architectural forms during the Harappan and Mauryan periods
LO2	explain the impact of Buddhism on art forms
LO3	discuss the evolution of art and architecture under Pallavas and the Cholas
LO4	highlight the features of Islamic architecture particularly under Mughlas
LO5	to point out the salient features of colonial architecture

Unit	Contents
I	Pre-Historic Art - Harappan Art: Seals, Sculptures: Stone and Metal - Harappan Architecture: Fortification, Town Plan, Public Buildings - Mauryan Art: Chaityas – Viharas - Stupas - Asokan Pillars
II	Hinayana Phase of Buddhist Art – Mahayana Phase of Art: Gandhara School of Art – Mathura School of Art-Amaravathi School of Art- Gupta Art and Architecture – Ajanta and Ellora – Jaina Art: Jaina beds - Shravanabelagola
III	Pallava Art: Rock Cut Cave Temples, Monolithic Temples - Structural Temples – Mahabalipuram - Nagara Style of Architecture: Lingaraja Temple (Bhubaneshwar), Sun Temple(Konarak) - Dravida Style of Architecture: Brihadeeswara Temple, Thanjavur – Gangaikondacholapuram – Airavatesvara Temple, Darasuram - Vesara Style of Architecture: Chennakesava Temple(Belur), Hoysaleswara Temple(Halebid)
IV	Islamic Art: Five Pillars of Islam,Mosques, Mausoleums, Palace complexes, Gardens - Quawwat-ul- Islam Mosque - QutubMinar - Mughal Art and Architecture: Humayun's Tomb - FatehpurSikri, -RedFort- TajMahal - Mughal Paintings
V	Colonial Architecture: Forts: St. George Fort, Chennai – Indo-Saracenic Architecture: ChatrapatiShivaji Terminal, Mumbai – Victoria Memorial, Kolkata – Amir Mahal and Senate House,University of Madras, Chennai

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

Reference Books	
1.	Banerjee.J.N., Development of Hindu Iconography,MunshiramManoharlal; 3rd edition,2002
2.	Coomaraswamy.A.K., History of Indian and Indonesian Art, Kessinger Publishing, LLC,2003
3.	Deva,Krishna , Temples of North Indian National Book Trust, 2002
4.	Sivaramamurthy.C. , South Indian Bronzes, Lalit Kala Akademi, 1981
5.	Srinivasan.K.R., Temples of South India,National Book Trust; Fourth edition,2010

Web Resources	
1.	https://ia600406.us.archive.org/25/items/indianarchitectu00have/indianarchitectu00have.pdf
2.	https://ignca.gov.in/Asi_data/18060.pdf
3.	https://www.culturalindia.net/indian-architecture/colonial-architecture.html

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Explain the various forms of Indus and Mauryan Art.
CO2	Compare and contrast the Gandhara and Mathura Schools of Art.
CO3	Examine the similarities and differences between temple architectural styles.
CO4	Discuss the relation between the five pillars of Islam and Islamic architecture.
CO5	Appreciate the features of colonial architecture

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Administrative History of Tamil Nadu

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PEHI13	**Administrative History of Tamil Nadu**	**EC - 2**	4	1			2	5	25	75	100

Learning Objectives	
LO1	To examine the administration of Justice party
LO2	To highlight the achievements of Congress rule
LO3	To explain the major achievements of governments after 1967
LO4	To point out working of governments under AIADMK party
LO5	To highlight the cumulative impact since independence

Unit	Contents
I	Justice Party- A.SubbarayuluReddiyar- Raja of Panangal- P.Subburayan – Raja of Bobbili - achievements- reservation- Communal GO- creation of staff selection board- right to vote for women- regulation of temples- mid – day meal scheme
II	Congress rule: C.Rajagoplachari - K. Kamaraj - M.Bhakhathsavalam- achievements: free mid-day meal scheme- opening of new schools- Increase in irrigation facilities- industrial growth
III	DMK administration-C.N Annnnadurai- renaming of Madras state as Tamil Nadu-Two language policy- free education for all till P.U.C - Kalaignar M Karunanithi-Slum clearance board-beggar rehabilitation scheme- Formation of Backward Class Commission- implementation of reservation policy - Salem Steel plant. Manu Neethi Thittam- Free electricity for farmers- property rights to women; creation of universities- 33 percent reservation for women in local body elections-30percent reservation for women in government jobs- Samathuvapuram scheme-- Tidel park- financial assistance for marriage of poor girls- increase of infrastructure-Industrial development
IV	AIADMK administration: MGR-Nutritious Meal scheme- educational reforms -introduction of Plus Two in Higher Secondary schools- Krishna water project-establishment of new universities-Tamil University at Tanjore-Mother Teresa university at kodaikkanal- J.Jayalalitha -welfare measures- Amma Unavagam - free laptop for students- Cradle Baby Scheme infrastructure development- rain water harvesting
V	Policies and programmes– economic- social and demographic impact

Textbooks	
1.	Venkatesan.G.Tharkala Thamizhaga Varalaru(Tamil)
2.	Rajmohan Gandhi., Rajaji:A Life
3.	Narasimhan.V.K., Kamaraj A Study
4.	SandhyaRavishankar.,Karunanidhi: A Life in Politics
5.	Vasanthi., A Lone Empress:A Portrait of Jayalalitha

Reference Books	
1.	**Subramanian.N History of Tamilnadu Vol.2**

Web Resources	
1.	www.jetir.org
2.	https://www.inc.in
3.	https://dmk.in

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Appreciate the administration of Justice Party
CO2	Evaluate the Congress Administration
CO3	Interpret DMK administration
CO4	Compare AIADMK administration
CO5	Assess the impact of various administrations

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Cultural Heritage of India

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
										External	Total
25PEHI14	**Cultural Heritage of India**	**EC - 2**	4	1			2	5	25	75	100

Learning Objectives	
LO1	Explain the meaning and the concepts of the course title and the dynamism inherent in its evolution, using, initially, Harappan and Vedic Ages
LO2	Highlight the massive impact of religions on culture with examples drawn from Jainism and Buddhism
LO3	Throw light on the importance of Royalty transformation and it's patronage on cultural transformation
LO4	Analyse the impact of Islam and the muslim rulers on the emergence of new forms and motifs in Indian Art and architecture.
LO5	Critically evaluate the colonial compulsions and consequential impact on Indian Art and Architecture

Unit	Contents
I	Meaning of Culture, Heritage – linkages- dynamism - Evolution and continuities -Indian Culture in the Harappan and Vedic Ages
II	Religious ferment in the Sixth century B.C- Jainism and Buddhism and their impact on Art, Architecture and literature
III	Royal Patronage and the radical transformation of Indian Art and Architecture; Mauryan and Gupta eras – Bhakti Movement
IV	Advent of Islam –Sufi Movement – Emergence of new forms and motifs in Indian Art and Architecture – Literature during medieval period
V	Colonial Rule and the westernisation of Culture - Amalgamation of the old and new artforms. Education and the enduring legacy of the colonial rule – Impact of Western Literature

Textbooks	
1.	Luniya, B.N. : Evolution of Indian Culture
2.	Wolport, S. : Introduction to India
3.	Hussain, S.A. : The National Culture of India
4.	Tomery, E. : History of Fine Arts in India and West
5.	Basham, A.L. : The Wonder that was India

Reference Books	
1.	Brown, Percy : Indian Architecture – Buddhist and Hindu, Vol. I
2.	Coomaraswamy, A.K.: History of Indian and Indonesian Art
3.	Kramrish, Stella : Art of India
4.	Poande, Susmita : Medieval Bhakti Movement

Web Resources	
1.	https://indiaculture.gov.in
2.	https://www.india.gov.in
3.	http://www.intach.org
4.	https://www.exoticindiaart.com

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Explain the concepts and the dynamism involved in the Evolution of culture
CO2	Describe critical role of religions in the growth of Art and architectural forms
CO3	Examine the importance of Royal patronage for the progress of various art forms
CO4	Appreciate the advent of new art forms
CO5	Explain the role of British colonialism and its compulsions in the introduction of syncretic art forms

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

FIRST YEAR - II SEMESTER

CORE 4 - History of Medieval India - 1206 - 1707 CE

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PMHI21	**History of Medieval India - 1206 - 1707 CE**	**Core- 4**	5	1			5	6	25	75	100

Learning Objectives	
LO1	Examine the establishment of centralized monarchy
LO2	Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq
LO3	**A**nalyse the Mughal religious and Deccan policy.
LO4	Outline the advancements in art and architecture
LO5	Explain the economic and socio-cultural life in medieval India.

Unit	Contents
I	**Establishment of the Delhi Sultanate:**QutbuddinAibak and Iltutmish — *Iqta*System - Centralised Monarchy: Sultana Raziya and Period of Instability -Age of Balban- *Chihalgani*- Theory of Kingship –Reorganisation of the Government - Mongol Threat - Internal Restructuring and Territorial Expansion **–**Jalaluddin and AlauddinKhalji's approaches to the State – Changes among the ruling Classes –Conquest and Annexation.
II	P**roblems of a Centralized State:** Ghiyasuddin and Muhammad bin Tughlaq– Administrative and Political Measures – Economic and Agrarian Reforms – Token Currency Transfer of Capital-FirozTughlaq- Economic reforms- Military Expeditions - Impact of Sayyids and Lodis; Administration under the Delhi Sultanate
III	**The Foundation of Mughal Empire:** Central Asian experience of Babur - India on the eve of Babur's invasion– Struggle for empire in North India – Significance of the Afghan despotism- Rise of Sher Shah Sur; **Expansion and Consolidation**– Political phase of Akbar; new imperial system and administration; the Mughal nobility, Mansabdari system- Jagirdari system– NurJahan Junta – The Mughals and the North-Western frontier – Shah Jahan and his contribution.
IV	**Ideology and State in Mughal India:** Akbar's imperial agenda - Suhl-i-kul – Akbar's religion - Din ilahi; Aurangzeb's relation with religious groups and institutions.; Mughal-Rajput Relations – Mughal administration**-:** Aurangzeb - the Imperial elite- Deccan wars- Rise of Marathas under Shivaji- Popular revolts within the Mughal empire – Decline of the Mughal empire.

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

Textbooks	
1.	Chand, Tara, *Influence of Islam on Indian Culture*, Indian Press, 1954.
2.	Chandra, Satish, *Medieval India: From Sultanat to the Mughals*,Har-Anand Pub., Delhi, 1998.
3.	Habib, Mohammad and K.A. Nizami, *Comprehensive History of India: The Delhi Sultanat (A.D. 1206-1526)*, People's Publishing House, Delhi, 1970.
4.	Mehta, J.L., *Advanced Study in the History of Medieval India, 1000 – 1526 A.D.*, Sterling Pub., New Delhi, 1986
5.	Mehta, J.L., *Advanced Study in the History of Medieval India, Vol. III: Medieval Indian Society and Culture*, Sterling Pub., New Delhi, 1990

Reference Books	
1.	Ali, Athar. M., *Mughal India, Studies in Polity, Ideas, Society and Culture*, OUP, New Delhi,2007
2.	Chandra, Satish, *Essays on Medieval Indian History*, OUP, New Delhi, 2005
3.	Habib, Mohammed and IrfanHabib, ed., *Studies in Medieval Indian Polity and Culture: The Delhi Sultanate and its Times*, OUP, New Delhi, 2016
4.	Habibullah, A.B.M., *The Foundation of Muslim Rule in India*, Central Book Depot, 1967
5.	Hasan, NurulS.,*Religion State and Society in Medieval India*, OUP, New Delhi, 2008

Web Resources	
1.	https://core.ac.uk.in
2.	https://studoc.com
3.	https://indiaolddays.com

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	understand the establishment of centralized monarchy
CO2	Evaluate the contributions of AlauddinKhalji and Muhammad bin Tughlaq
CO3	Analyse the religious and Deccan policy of Mughals.
CO4	Outline the advancements in art and architecture
CO5	detail the facets of economic and socio-cultural life in Medieval India

Mapping with Programme Outcomes:

Co/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

Strong-3 M-Medium-2 L-Low-1

CORE 5 - Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E.

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PMHI22	**Socio Cultural History of Tamil Nadu - 1565 – 1956 C.E.**	**Core - 5**	5	1			5	6	25	75	100

Learning Objectives	
LO1	Narrate the social condition during the Nayak period
LO2	Describe the contributions of Marathas to the culture of the Tamil region
LO3	Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
LO4	Appreciate the Growth of Western Education
LO5	Examine the contribution of Dravidian movement to social transformation

Unit	**Contents**
I	The Nayaks of Madurai – ThirumalaiNayak – the Nayaks of Senji – The Nayaks of Tanjore – social and cultural condition under the Nayaks – contribution of Nayaks to art and architectureand Tamil culture.
II	Tamilagam under Marathas – Society: caste system – status women – achievements of Raja Serfoji – Literature under the rule of Tanjore Marathas – Saraswathi Mahal Library – Development of Art and Architecture under the Marathas –
III	The Marava country and the Sethupathis of Ramnad – society - cultural contribution; Administration of the Nawabs – village administration – society – famines and diseases – status of women – economic and religious life – Social Impact of the Europeans; Religion: Saivism:St.Ramalinga- Vaishnavism: the Schism
IV	Christianity: Policy of the Company - growth and impact - Introduction of Western education –Government education - Professional and Technical education– Female education.
V	Emergence of Administrative and Professional Elites – Justice Party and Non-Brahmin Movement – E.V.R, a social reformer – Self Respect Movement - Contribution of DravidianMovement to social transformation- socio- cultural impact of the Dravidian parties

Textbooks	
1.	Irschick, Eugene F., Tamil Revivalism in the 1930s, Cre-A, Madras, 1986
2.	Jagadeesan, P, Marriage and Social Legislations in Tamil Nadu, Elatchaiappan Pub., 1990
3.	Murugesan, Mangala N.K., Self-Respect Movement in Tamil Nadu, 1920-40, Koodal Pub.,Madurai, 1981
4.	Subramaniam, P. Social History of the Tamils, 1707 – 1947, D.K. Printworld (P) Ltd., NewDelhi, 1996
5.	Swaminathan, S., Karunanidhi, Man of Destiny, Affiliated East-West Press Pvt. Ltd., New Delhi,1974

Reference Books	
1.	K.A.N.Sastri : The Pandyan Kingdom (London.1929)
2.	Kalidos.R : History and Culture of Tamils (From Prehistoric Times to Present rule)
3.	KrishnaswamyDr.A. : The Tamil country under Vijayanagar
4.	Rajaraman, P., Chennai through the Ages, Poompozhil Pub., Chennai, 1997.
5.	RajayyanDr.K : History of Tamil Nadu (1565 – 1982

Web Resources	
1.	https://archive.org/stream/in.ernet.dli.2015.65475/2015.65475.Social-And Cultural-History-Of-Tamil-Nadu_djvu.txt
2.	https://www.tnarch.gov.in/Library%20BOOk%20PDF/The%20Cultural%20Heritage%20 of%20Tamilnadu.pdf

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Narrate the social condition during the Nayak period
CO2	Evaluate the contributions of Marathas to the culture of the Tamil region
CO3	Analyse the Contribution of Sethupathis of Ramnad to Tamil society.
CO4	Appreciate the Growth of Western Education
CO5	Assess the contribution of Dravidian movement to social transformation

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

Strong-3 M-Medium-2 L-Low-1

CORE 6 - Historiography and Historical Methods

Course Code	Title of the Course	Category	L	T	P		Credits	Inst. Hours	Marks		
									CIA	External	Total
25PMHI23	**Historiography and Historical Methods**	**Core - 6**	5	1			4	6	25	75	100

Learning Objectives	
LO1	To explain the concepts related to history and its relationship with other disciplines;
LO2	To discuss various philosophies and interpretations of history
LO3	To explain the processes and procedures involved in the conduct of historical research
LO4	To examine the evolution of historical writing in the West
LO5	To examine the contribution of various historians to the development of Indian historiography

Unit	**Contents**
I	Meaning, Nature and Scope of History – Kinds of History and Allied Subjects – Lessons of History; Uses and Abuses of History – Role of Individuals, Role of Institutions and Role of Ideas in History
II	Philosophy of History – Positivist History – Marxist Interpretation of History – Annales Paradigm – Subaltern History – Subjectivity and Need for Objectivity in History
III	Historical Research: Pre-requisites of a Researcher – Choice of Topic – Review of Literature – Hypothesis – Sources of History– External and Internal Criticism of Sources– Collection of Data, Synthesis, Exposition and Writing – Use of Footnotes and preparation of Bibliography
IV	Development of Historical writing in the West – Herodotus,Thucydides, St. Augustine, IbnKhaldun, L.V. Ranke, Arnold Toynbee,E.H. Carr, FernandBraudel, E.P. Thompson, Eric Hobsbawm
V	Historians of India – V.A. Smith, D.D. Kosambi, RomilaThapar, JadunathSarkar,Bipan Chandra, RanajitGuha, K.A. NilankantaSastri, R. SathianathaAyyar, S. KrishnaswamiAyyangar, C.S. Srinivasachari,K.K. Pillai

Textbooks	
1.	Ali, Sheik, *History: Its Theory and Method*, Laxmi Publications, 2019
2.	Carr, E.H., *What is History?*, Penguin Books Ltd., New Delhi, 2018
3.	Manikam, S., *On History & Historiography*, Padumam Publishers, Madurai
4.	Rajayyan, K, *History in Theory and Method: A Study in Historiography*, Raj Publications, Madurai, 1982
5.	Sreedharan, E., *A Textbook of Historiography: 500 BC to AD 2000*, Orient Longman, NewDelhi, 2004

Reference Books	
1.	Bloch, Marc, *The Historian's Craft*, Aakar Books, Delhi, 2017
2.	Collingwood, R.G., *The Idea of History*, OUP, Delhi, 1994
3.	Dray, W.H., *Philosophy of History*, Prentice-Hall, New Jersey, 1964
4.	Jenkins, Keith, *Why History? Ethics and Postmodernity*, Routledge, London, 1999
5.	Sen, S.P., *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973

Web Resources	
1.	https://edwardseducationblog.files.wordpress.com/2013/07/historical method.pdf
2.	http://ndl.ethernet.edu.et/bitstream/123456789/79254/3/History %20Research%20Methology%20in%20writing%20steps.pdf
3.	https://www.britannica.com/biographies/history/history

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Explain the meaning and scope of history
CO2	Outline the various theories and philosophical approaches to history
CO3	Undertake historical research
CO4	Analyse the contribution of western historians
CO5	Highlight the historical writings of important Indian historians

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

Strong-3 M-Medium-2 L-Low-1

ELECTIVE 3 - History of Journalism

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PEHI21	**History of Journalism**	**EC_3**	3	1			3	4	25	75	100

Learning Objectives	
LO1	To explain the origins and the role of press in social awakening
LO2	To present the role of the press in the freedom movement
LO3	To explain the government reaction to the role of the press
LO4	To present the role of prominent personalities for the growth of journalism
LO5	To explain the contribution of various newspapers

Unit	Contents
I	The Origin of Press: Invention of Printing Press – Gutenberg Press – Role of Printing in evolution of modern newspapers; Growth of newspapers in India: Hickey's Gazette, Early journalism in Bengal, Bombay and Madras presidencies
II	Growth of Press and Indian Independence Movement; Role of Newspapers in Indian Freedom struggle; Contribution of Anglo-Indian and Nationalist Press to the field of Journalism in India; Role and responsibility of press in Modern India
III	Government and the press: reaction and regulation –Press laws
IV	Contribution of Eminent Personalities to Indian Journalism: BalaGangadharaTilak – Gandhi – S. Sadanand; Contributions of Eminent personalities to Tamil journalism- G. SubramaniaIyer- Peiryar-Aditanar-Kalaignar
V	Contribution of Important News Papers: AmritBazarPatrika, The Times of India – The Hindu; Contemporary News Papers in Tamil- Dinamani- DhinaThanthi-Dinamalar-Dinakaran- Viduthalai-Murasoli

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

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

Web Resources	
1.	https://www.publicationsdivision.nic.in/index.php?route=product/product&product_id=2150
2.	https://www.epw.in/system/files/pdf/1955_7/11/the_story_of_the_indian_press.p df
3.	https://www.studocu.com/in/document/aligarh-muslim-university/modern-indian-history/growthof- press-in-india/21000143

Course Outcomes

CO No	On Completion of this Course, Students will be able to
CO1	Explain the origins and the and role of press in social awakening
CO2	Present the role of the press in the freedom movement at the national level
CO3	Explain the government reaction to the role of the press
CO4	Assess the role of prominent personalities for the growth of journalism
CO5	Understand the contribution of various newspapers

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

ELECTIVE 3 - International Migrations and Diasporic Studies

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PEHI22	**International Migrations and Diasporic Studies**	**Core - 3**	3	1			3	4	25	75	100

Learning Objectives	
LO1	Explain the theories of international migrations and diaspora
LO2	Outline the position of Indian diaspora worldwide
LO3	Examine the issues of identity among the Indian diaspora
LO4	valuate the policies towards diaspora
LO5	present the perspectives of sending and receiving countries

Unit	**Contents**
I	**International Migrations** Theories of International Migrations – History of International Migration – Ethnicity and Gender in International Migrations
II	**Theories of Diaspora** Definitions and Theories of Diaspora – Major Diasporas: Jewish, African, Chinese and Indian –Globalisation and Diaspora
III	**The Indian Diaspora: A Survey** The Indian Diaspora in South East Asia – The Indian Diaspora in Africa and the Caribbean – The Indian Diaspora in North America, Europe and Australasia
IV	**Issues of Identity in the Indian Diaspora** Religion and Caste – Language and Culture – Institutions and Associations
V	**Indian Diaspora and Policy Perspective** Sending Country's Perspective – Receiving Country's Perspective

Textbooks	
1.	Stephen Castles and Mark J. Miller. 1998. *The Age of Migration: International Populations*
2.	*Movements in the Modern World*. London: Macmillan.
3.	Ajaya Kumar Sahoo and BrijMaharaj (eds.), *Sociology of Diaspora: A Reader*, New Delhi: Rawat Publications.
4.	Cohen, Robin 1997. *Global Diaspora: An Introduction*. London: UCL Press.
5.	Clarke, Colin, Ceri Peach and Steven Vertovec (eds.). 1990. *South Asian Overseas: Migration and Ethnicity*. Cambridge University press: Cambridge

Reference Books	
1.	Lal, Brij V., Peter Reeves and Rajesh Rai (eds.). 2007. *The Encyclopedia of the Indian Diaspora*. Singapore: Editions Didier Millet
2.	**P**arekh, Bhikhu, Gurhapal Singh and Steven Vertovec (eds.). 2003. *Culture and Economy in theIndian Diaspora*. London: Routledge.
3.	Raghuram, Parvati, Ajaya Kumar Sahoo, BrijMaharaj and Dave Sangha (eds.). 2008. *Tracing an indian Diaspora: Contexts, Memories, Representations*. New Delhi: Sage Publications.
4.	Bhatia, Sunil. 2007. *American Karma: Race, Culture, and Identity in the Indian Diaspora*. NewYork: New York University Press.
5.	Puwar, N. and Raghuram, P. (eds.). 2003. *South Asian Women in the Diaspora*. Oxford: Berg.

Web Resources	
1.	www.iom.int
2.	https://www.researchgate.net/publication/260096281_Theories_and_Typologies_of_Migration_An_Overview_and_A_Primer
3.	https://www.mea.gov.in/images/pdf/1-executive-summary.pdf

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Explain the theories of international migrations and diaspora
CO2	Outline the position of Indian diaspora worldwide
CO3	Examine the issues of identity among the Indian diaspora
CO4	Evaluate the Indian policies towards diaspora
CO5	understand the perspectives and policies of receiving countries

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1 Level of

Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

Strong-3 M-Medium-2 L-Low-1

ELECTIVE 4 - Indian Constitution

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PEHI23	**Indian Constitution**	**Core - 4**	3	1			3	4	25	75	100

Learning Objectives	
LO1	Explain the historical background of the Indian Constitution.
LO2	Compare and contrast the fundamental rights, directive principles of state policy and Fundamental duties.
LO3	Evaluate the nature of Indian federalism and the rationale for emergency provisions.
LO4	Describe the powers and functions of the various units of the government.
LO5	Evaluate the nature of the State constitutional machinery and its functions

Unit	**Contents**
I	Historical background - Sources of the Indian Constitution - Preamble-citizenship
II	Fundamental Rights–Directive Principles of State Policy – Fundamental Duties- important amendments to the Constitution
III	Indian Federalism: Distribution of powers: Legislative – Administrative and Financial relation- Emergency Provisions
IV	Union Government – President: Election – Powers and Functions – Cabinet: Prime Minister – Parliament Composition, Powers and functions- Process of lawmaking – Speaker – Parliamentary Committees – Supreme Court of India: Composition, powers and functions
V	State Government: Role of the Governor - State Legislature – Cabinet- High Courts

Textbooks	
1.	Austin Granville, The Indian Constitution: Cornerstone of A Nation,Oxford University Press,1999
2.	Agarwal, R.C. Constitutional Development and National Movement of India, S. Chand & Co. 1996 Durga D
3.	Durga Das Basu,An Introduction to Indian Constitution,Wadha& Company, 2001
4.	Shukla, V.N, The Constitution of India, Eastern Book Company,1977
5.	Khanna, V.N, Constitution and Government of India, S. Chand & Co., 1981

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

Web Resources	
1.	https://legislative.gov.in/constitution-of-india
2.	https://www.constitutionofindia.net/constitution_of_india
3.	https://www.loc.gov/item/57026883

Course Outcomes

Course Outcomes	On Completion of this Course, Students will :
CO1	Understand the historical background of the Indian Constitution.
CO2	Compare and contrast basic features of the constitution
CO3	Evaluate the nature of Indian federalism and the rationale for emergency provisions.
CO4	Describe the powers and functions of the various units of the government.
CO5	Explain the structure at the state level

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

ELECTIVE 4 - Environmental History of India

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PEHI24	**Environmental History of India**	**EC - 4**	3	1			3	4	25	75	100

Learning Objectives	
LO1	Examine the various schools of thought in ecological studies.
LO2	Trace the impact of eco systems from a historical perspective.
LO3	Evaluate the impact of British ecological imperialism
LO4	Detail India's environmental policy
LO5	Examine the role and impact of various movements

Unit	Contents
I	Introduction To Environmental History – Habitats in Human History: Modes of Production and Modes of Resource Use – Schools of Thought in Ecology: Marxist, Gandhian, Eco- Feminism, Anthropocene.
II	Prehistoric Environment in India – Role of Climate in Indus Valley Civilization – Forest In Ancient India – Iron Tools and Deforestation in the Vedic Period – Eco-Systems of the Sangam Age In South India – Asoka And Ecology – Mughals And Hunting
III	Ecological Imperialism – Forest Policy: Forest Acts of 1865, 1878 and 1927 – Protest Against British Forest Acts and Policies of Monoculture – Plantation – Public Works – Railways – Hill Stations – Systematic Conservation versus Exploitation Debate
IV	Independent India's Environmental Policy– Forest Policy – Resolutions And Acts of 1952, 1980, 1988 and 2018 – Development Versus Environment–Big Dams And Hydro-Electric Power Projects –Bhopal Gas Tragedy – Tsunami and its Impact – Move Towards Sustainable Development – National Environment Policy – National Conservation Strategy and the Policy Statement of Environment And Development 1992 – National Environment Tribunal– National Green Tribunal.
V	Environmental Movements: Bishnoi Movement – Chipko Movement – Appiko Movement – Narmada Bacchao Andolan – Silent Valley Movement – Jungle BachaoAndolan

Textbooks	
1.	IrfanHabib, *Man and Environment: Vol-36: Ecological History of India*, New Delhi: Tulika Books, 2011
2.	Donald Hughes.J., *What is Environmental History?,*Polity Press: Cambridge, U.K. 2006.
3.	MadhavGadgil and RamchandraGuha, *The Fissured Land: An Ecological History of India* OUP: Berkeley and Los Angeles, California, USA 1992
4.	Mahesh Rangarajan and K Sivaramakrishnan, ed., *India's Environmental History: From Ancient Times to the Colonial Period* Vol 1, Permanent Black: Ranikhet, India, 2012
5.	*Modern Environmental History*, edited by Donald Worster and Alfred Crosby, 1-14. Cambridge:Cambridge University Press, 1988.

Reference Books	
1.	Christopher Hill, South Asia: *An Environmental History*, ABC-CLIO, Inc: California, US, 2008
2.	David L Gosling, *Religion and Ecology in India and South East Asia*, Routledge: London, U.K.,
3.	Guha, Ramachandra, *Environmentalism: A Global History*, OUP, New Delhi, 2000.
4.	Guha,Ramachandra and J. Martinez-Alier, *Varieties of Environmentalism: Essays - North and South*, OUP, New Delhi, 1998.
5.	Keith, Smith, *Environmental Hazards*, Routledge, New York, 1996.

Web Resources	
1.	https://www.mids.ac.in/assets/doc/WP_203.pdf
2.	https://www.researchgate.net/publication/343547680_ENVIRONMENT_IN_EARLY_IN DIA_A_HISTORICAL_PERSPECTIVE
3.	https://www.jstor.org/stable/41949868

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understand the various schools of thought in ecological studies.
CO2	Trace the impact of eco systems from a historical perspective.
CO3	Evaluate the impact of British ecological imperialism.
CO4	Examine the impact of various environmental movements in India
CO5	Examine the role of various movements

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

Strong-3 M-Medium-2 L-Low-1

SKILL ENHANCEMENT 1 - Introduction to Epigraphy

Course Code	Title of the Course	Category	L	T	P	S	Credits	Inst. Hours	Marks		
									CIA	External	Total
25PSHI21	**Introduction to Epigraphy**	**SEC - 1**	3	1			2	4	25	75	100

Learning Objectives	
LO1	Define epigraphy and explain its significance.
LO2	Identify the varieties of materials used
LO3	Explain the types of inscriptions
LO4	Trace the origin of writing in South India
LO5	Explain the use of inscriptions as historical sources

Unit	**Contents**
I	Epigraphy-Definition –Importance of epigraphy for writing history – Format of Inscription - Authenticity
II	Nature of the material- stone, metal, clay, terra-cota, pottery, wood, papyrus, parchment
III	Types of inscriptions- monumental- archival- Incidental
IV	Origin of Writing in India – Indus Script and its decipherment – Brahmi and Kharosthi Script - Origin of Writing in South India – **Tamili -** Tamil Brahmi – Vattezhuthu – Grantha Script
V	Inscriptions as historical source material- Inscriptions of Indus civilization- Asokan Pillar inscriptions- inscriptions of Gupta period- Inscriptions in Tamilnadu - - Mangulam – Sittannavasal

Textbooks	
1.	Buhler, George, Indian Paleography, Indian Studies Past and Present; Calcutta; 1959
2.	Dani.A.H, Indian Paleography, Munshiram Manoharlal Publishers; 3 edition,2011

Reference Books	
1.	Sivaramamurthy.C., Indian Epigraphy and South Indian Scripts, Bulletin of the Madras Government Museum,1952

Web Resources	
1.	https://www.britannica.com/topic/epigraphy
2.	https://www.researchgate.net/publication/338197502_Inscriptions_As_A_Source_of_History
3.	https://asi.nic.in/Ancient_India/Ancient_India_Volume_9/article_9.pdf

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Define epigraphy and explain its significance.
CO2	Identify the varieties of materials used
CO3	Explain the types of inscriptions
CO4	Trace the origin of writing in south India
CO5	Explain the use of inscriptions as historical source

Mapping with Programme Outcomes:

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Colonialism and Nationalism in India

Title of the Course	Colonialism and Nationalism in India				
Course Type	Core VII				
Course Code	25PMHI31				
Year	II	Semester	III	Credits	5
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		5	1	--	6

Learning Objectives	
LO1	To trace the process of colonization
LO2	To explain the rise of nationalism
LO3	To highlight the transition to self -rule
LO4	To examine the role of masses in the freedom struggle
LO5	To detail the process of transfer of power and the attainment of independence

Unit	Contents
I	Colonialism**:** European Settlements in India: Portuguese – Dutch – French – English –Anglo-French Conflict – Acquisition of Bengal – British imperialism and its impact.
II	Emergence of Nationalism in India**:** Manifestation of Discontent against British Rule – Poligar Revolt – South Indian Rebellion – Vellore Revolt of 1806 - Revolt of 1857 -Popular Pre-nationalist movements: Peasant uprisings - Tribal Resistance Movements and the Civil Rebellions - Causes, Nature, and Impact .
III	From Representative politics to the idea of Self-rule**:** Birth of Indian National Congress- Emergence of Moderates- Rise of Extremism - Partition of Bengal and Swadeshi Movement – Foundation of Muslim league - Revolutionary Movements -Morley- Minto Reforms -HomeRule Movements - Montague- Chelmsford Reforms – Government of India Act 1919
IV	Era of Mass Movements**:** Early political activities of Gandhi– Rowlatt Act - Non- Cooperation Movement - Swarajists - Simon Commission - Round Table Conferences- Civil Disobedience Movement and Repression - the Government of India Act, 1935 and Provincial Ministries - Growth of Socialist Ideas - Growth of Communalism.

V	Independence and Partition: - Individual Satyagraha – Cripps' Mission Quit India Movement - Indian National Army - Last years of Freedom Struggle (1945 – 47) - Simla Conference - Cabinet Mission Proposal- Indian Independence Act 1947 - Transfer of Power and Partition.

Textbooks	
1.	Bandyopadhyay, Sekhar, From Plassey to Partition: A History of Modern India,Orient Longman, New Delhi, 2006
2.	Chandra, Bipan, et. al., ed., India's Struggle for Independence, Penguin Random House India, New Delhi, 2016
3.	Grover, B.L. and Alka Mehta, ed., A New Look at Modern Indian History: From 1707 to the Modern Times, S. Chand & Co. Ltd., New Delhi, 2018
4.	Masselos, Jim, Indian Nationalism: A History, New Dawn Press, 2005
5.	Sarkar, Sumit, Modern India, 1885-1947, Laxmi Pub., New Delhi, 2008

Reference Books	
1.	Chand, Tara, History of Freedom Movement in India, Vol. I - IV, Pub. Div., New Delhi, 2017
2.	Dutt, R.P., *India Today*, Read Books, 2008
3.	Hasan, Mushirul, ed., India's Partition - Process Strategy and Mobilization, OUP,New Delhi, 1993
4.	Mehrotra, S.R., The emergence of the Indian National Congress, Rupa & Co.,2007
5.	Sitaramayya, Pattabhi B., The History of Indian National Congress, *1885-1935*,Indian National Congress Working Committee, 1935
6.	Sitaramayya, Pattabhi B., The History of Indian National Congress, *1935-1947*,Padma Pub., 1947

Web Resources	
1.	Alam/p/book/9781032159676
2.	https://www.jstor.org/stable/44140761
3.	https://www.jstor.org/stable/44141769

Course outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Evaluate the impact of British imperialism.
CO2	Examine the nature of early resistance against British rule in India.
CO3	Compare the relative merits of different methods of anti-British struggle
CO4	Evaluate the Gandhiyan non-cooperation movement and its influence on the masses.
CO5	Explain the process of partition

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Weighted percentage of Course Contribution to PSOs	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Intellectual History of India

Title of the course	Intellectual History of India				
Course Type	Core VIII				
Course Code	25PMHI32				
Year	II	Semester	III	Credits	5
		Lecture	Tutorial	Lab Practices	Total
Instructional Hours Per week		5	1	--	6

Learning Objectives	
LO1	Appreciate the intellectual contribution of socio-religious reformers.
LO2	Evaluate the contributions of economic nationalists.
LO3	Examine the Gandhian views on political movements
LO4	Appreciate the various contributions of prominent leaders

Unit	Contents
I	Understanding Intellectual History and its impact – Indian Renaissance – Raja Rammohan Roy – Dayananda Saraswati – Syed Ahmed Khan – Vivekananda – Annie Besant
II	Economic thought of Early Nationalists – Dadabhai Naoroji – R.C. Dutt – M.G. Ranade – J.C.Kumarappa
III	Bala Gangadhar Tilak – Aurobindo Ghosh – Subramanya Bharati – M.A. Jinnah
IV	Social Thinkers: Jyothi Rao Phule- Periyar E.V. Ramasamy- B.R. Ambedkar , Ayothi Das Pandithar —— M.N. Roy
V	Mahatma Gandhi and Nationalism – Jawaharlal Nehru and Nation Building – Jaya Prakash Narayan

Textbooks	
1.	Guha, Ramachandra, Makers of Modern India, Harvard University Press, Harvard, 2013.
2.	Varma, V.P., Indian Political Thought, Vol. II, Laxmi Narayan Agarwal Educational Pub., Agra, 1959
3.	Bhagwan, Vishnoo, Indian Political Thinkers,Atma Ram Pub., Lucknow, 1999

Reference Books	
1.	C.P.Andrews : The Renaissance in India
2.	P.K.Gopalakrishnan : Development of Economic Ideas in India.
3.	V.Brodovo : Indian Philosophy of Modern Times
4.	Hanskohn : History of Nationalism in the East
5.	C.Y.Chintamani : Indian Politics Since the Mutiny
6.	Mujumdar.R.C. : History of Political Thought from Mohan to Dayananda.
7.	Beniprasad : The Hindu – Muslim Questions
8.	H.C.E.Zacharias : Renascent India
9.	G.A.Natesan& Co : Ram Mohan Roy : Hist. Life, Writings and Speeches.

Web Resources	
1.	https://books.google.com/books/about/Makers_of_Modern_India.html?id=.
2.	https://www.researchgate.net/publication/291936187_An_intellectual_history_forIndia

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	understand the evolution of intellectual history of India
CO2	Evaluate the contributions of economic nationalists.
CO3	Appreciate the contribution of radical thinkers
CO4	Assess the role of social thinkers
CO5	Appreciate the legacy of Gandhi, Nehru and Jaya Prakash Narayan

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Weighted percentage of Course Contribution to PSOs	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Economic History of India since 1857 CE

Title of the Course	Economic History of India since 1857 CE				
Course Type	Core IX				
Course Code	25PMHI33				
Year	II	Semester	III	Credits	5
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		4	1	--	5

Learning Objectives	
LO1	Examine the agrarian condition and the impact of commercialization of agriculture.
LO2	Assess the impact of international linkages on the growth of industries in colonial India.
LO3	Explain the trade and monetary policy of colonial India.
LO4	Examine the development of various transport infrastructure and the growth of cities
LO5	Critique the ideas of the economic nationalists

Unit	Contents
I	Agriculture: Condition of Agricultural sector during 19th century- Zamindari, Ryotwari and Mahalwari Settlements – Agricultural Indebtedness: Role of Moneylenders and its Impact –ommercialization of Agriculture – Evolution of Irrigation Policy –Irrigation commissions (1901-02 and 1927) – Famine Policy
II	Industries: Traditional Industries in Transition – De-industrialization – Small Scale Industries and Large Scale Modern Industries – Stages of Industrialization – Major Industries (Cotton, Jute, Iron and Steel and Plantation Industries) – Impact of First World War and Industrial Development - Rise of Indian Capitalist Class
III	Trade, Finance and Banking: Internal Trade – External Trade – Trade and Monetary Policy–Banking: Origin, Growth and Development of Commercial Banks – Central Bank
IV	Transportation: Railways – Roadways – Waterways. Emergence and Growth of Cities and Ports - Development and Growth of Cities: Kolkatta – New Delhi - Chennai
V	Nationalist Critique**:** Dadabhai Naoroji – Amartya Sen- Raja Chelliah – C. Rangarajan

Textbooks	
1.	Desai, S.S.M., et. al., Economic History of India, Himalaya Pub. House, 2010
2.	Dutt, R.C., The Economic History of India, Vols. I & II, Publications Division,New Delhi, 2006
3.	Dutt, R.P., India Today, Read Books, 2008
4.	Roy, Tirthankar, The Economic History of India, 1857-1947, OUP India, NewDelhi, 2010
5.	Singh, V.B., Economic History of India, 1857-1956, Allied Pub. Pvt. Ltd., New Delhi, 1965

Reference Books	
1.	Rothermund, Dietmar, An Economic History of India: From Pre-Colonial Times to 1991,Routledge, 1993.
2.	Kumar, Dharma, ed., The Cambridge Economic History of India, c. 1757-2003, Vol. II, Cambridge University Press, Cambridge, 2008

Web Resources	
1.	http://nationalarchives.nic.in/sites/default/files/new/THE%20ECONOMIC%20HISTORY %20OF%20INDIA.pdf
2.	https://indianculture.gov.in/ebooks/economic-history-india-1600-1800

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understood the agrarian condition of Colonial India and the impact of commercialization
CO2	Assessed the impact of international linkages on the growth of industries in colonial India.
CO3	Understood the trade and monetary policy of colonial India.
CO4	Examined the development of various transport systems.
CO5	Understood the ideas of the economic nationalists

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Weighted percentage of Course Contribution to PSOs	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Tourism in Tamilnadu

Title of the course	Tourism in Tamilnadu				
Course Type	Core X				
Course Code	25PMHI34				
Year	II	Semester	III	Credits	4
		Lecture	Tutorial	Lab Practices	Total
Instructional Hours Per week		4	1	--	5

Learning Objectives	
LO1	Explain the types of tourism in Tamil Nadu.
LO2	Describe the role of Tamil Nadu government in the promotion of Tourism
LO3	List out the various training facilities.
LO4	Describe the tourist attractions in Tamil Nadu.
LO5	Examine the employment and entrepreneurial opportunities in Tamil Nadu.

Unit	Contents
I	Geography of Tamil Nadu – Types of Tourism in Tamil Nadu – Holiday Tourism – Religious Tourism – Heritage Tourism – Health Tourism – Fairs and Festivals
II	Role of Government in promotion Tourism – Guiding Principles of Tourism Promotion – Tamil Nadu Tourism Development Corporation – Functions
III	Training in Hotel Management and Catering Technology – Institute of Hotel Management, Catering Technology and Applied Nutrition, Chennai – State Institute of Hotel Managementm and Catering Technology, Tiruchirappalli
IV	Tourist Attractions in Tamil Nadu: Chennai – Ooty – Kodaikanal – Kutralam – Kanniyakumari – Kanchipuram – Madurai – Kumbakonam – Thanjavur – Mahabalipuram
V	Tourism Industry in Tamil Nadu – Hotels – Resorts – Accommodation for Students and Travellers – Employment Opportunities - entrepreneurial opportunitiesin Tourism Industry – Tourist Guides – Chauffeurs – Interpreter

Textbooks	
1.	Bhatia, A.K., Tourism Development, Principles and Practices, Sterling Publishers, New Delhi, 1987
2.	Kannammal, Geetha, et. al, An Introduction to Tourism in Tamil Nadu, University of Madras, Chennai, 2007
3.	Seth, Pran, Successful Tourism Management, Vol. II: Tourism Practices, Sterling Publishers, New Delhi, 1997

Reference Books	
1.	Citizen's Charter, Tourism Department, Government of Tamil Nadu, 2002
2.	Enchanting Tamil Nadu, Tamil Nadu Tourism, September 2005
3.	Selvam, M., Tourism Industry in India, Himalaya Publishing House, Bombay, 1989

Web Resources	
1.	https://www.tamilnadutourism.tn.gov.in
2.	https://www.e-unwto.org/

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Explained the types of tourism in Tamil Nadu.
CO2	Described the role of Tamil Nadu government in the promotion of Tourism.
CO3	Understood the various training facilities associated with Tourism industry
CO4	Described the tourist attractions in Tamil Nadu.
CO5	Will get benefit from the employment and entrepreneurial opportunities in Tamil

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Weighted percentage of Course Contribution to PSOs	3	3	2.6	3	2.6

S- Strong-3 M-Medium-2 L-Low-1

Principles and Techniques of Archaeology

Title of the Course	**Principles and Techniques of Archaeology**				
Course Type	**ELECTIVE V**				
Course Code	**25PEHI31**				
Year	**II**	**Semester**	**III**	**Credits**	**3**
Instructional Hours Per week		**Lecture**	**Tutorial**	**Lab Practices**	**Total**
		3	1	--	4

Learning Objectives	
LO1	Explain the meaning of archaeology and the importance of its relations with allied disciplines.
LO2	Describe the development of archaeology in India and the West.
LO3	Describe the methods and techniques of excavation.
LO4	List the Archaeological study centres
LO5	Classify the excavated materials and explain the methods of interpretation

Unit	**Contents**
I	Definition, Nature, Aim and Scope of Archaeology - kinds of Archaeology - Archaeology and its relation with other Subjects.
II	Archaeology from Antiquarianism to Archaeology - Progress of Archaeology in the West - Growth of Archaeology in India Development of Archaeological Survey of India,
III	Exploration- Aims and Methods; Methods of Exploration – Manual and Scientific; xcavation – Methods of Excavation – Vertical, Horizontal, Quadrant Method, Stratigraphy: Definition, Scope and Methodology - Recording Methods: Photography, Plan and Section Drawing, Three Dimensional Measurements - Dating Methods: Relative Dating and Scientific Dating.
IV	Archaeological Studies - University of Madras, Deccan College Pune, Tamil University Tanjore.- Archaeologist in India: Alexander Cunningham, Sir John Marshall, Sir Mortimer Wheeler, H.D.Sankalia.
V	Interpretation of Excavated Materials - Classification of Artifacts - Contextual and Site Catchment Analysis Pottery and Antiquities: Description and Analysis - Scientific Analysis of Organic Materials.

Textbooks	
1.	Raman, K.V. : Principles and Methods of Archaeology
2.	Rajan.K : Archaeology: Principles and Methods

Reference Books	
1.	Atkinson.R.J.C : Field Archaeology, 2nd edn
2.	Barker Philip : Understanding Archaeological Excavation
3.	Fleming.S. : Dating in Archaeology
4.	Renfrew, C and Bhan : "Archaeology"
5.	Robert.f.Heizer(ed.,) : The Archaeologist at Work: A source Book in Archaeological Method and Interpretation
6.	Roy.Sourindranath :The Story of Indian Archaeology
7.	Renfrew, C &Paul Bahn : Archaeology: Theories, Methods and Practicals

Web Resources	
1.	https://www.britannica.com/science/archaeology
2.	https://asi.nic.in

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understand the meaning of archaeology and the importance of its relations with allied disciplines.
CO2	Describe the evolution of archaeology.
CO3	Describe the methods and techniques of excavation.
CO4	List the Archaeological study centres
CO5	Ability to interpret the artefacts

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Weighted percentage of Course contribution to PSOs	3	3	2.6	3	2.6

S- Strong-3 M-Medium-2 L-Low-1

Studies in Human Rights

Title of the Course	Studies in Human Rights				
Course Type	ELECTIVE V				
Course Code	25PEHI32				
Year	II	Semester	III	Credits	3
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		3	1	--	4

Learning Objectives	
LO1	Explain the definition and characteristics of human rights
LO2	Examine the challenges to human rights protection
LO3	Outline the constitutional safeguards for human rights
LO4	Describe the contemporary challenges
LO5	Evaluate the contribution of human rights organizations

Unit	Contents
I	Introduction to Human Rights: Definition and Characteristics – Nature – Theories – Classification and Scope of Human Rights – Historical Development of Human Rights: Ancient, Medieval and Modern periods.
II	The Universal Declaration of Human Rights – Preamble – The International Covenants on Civil and Political Rights – The International Covenants on Economic, Social and Cultural Rights – Optional Protocols I & II – Vienna Declaration – Mexico Declaration on Human Rights – Helsinki Declaration
III	India and Human Rights: Indian Constitutional Guarantee on Human Rights – Fundamental Rights of Indian Constitution – Directive Principles of State Policy – Role of Judiciary – National and State Human Rights Commissions – Right to Constitutional Remedies
IV	Contemporary Challenges in Human rights – Violation of the Rights of Women and Children Juvenile Delinquency – Dalits and Tribals – Refugees – Displaced Persons – Transgender – Prisoners– Bonded Labour – Capital Punishment – Custodial Torture.

V	Organization for Human Rights: International, National, State Level Organizations – Role of UNO – UNHCR: The UN Refugee Agency – Amnesty International – International Committee of the Red Cross – Asia Watch– International Commission of Jurist – Human Rights Watch – People's Union for Civil Liberties

Textbooks	
1.	Ishay, Micheline R., The History of Human Rights: From Ancient Times to the Globalization Era, University of California Press, Berkeley, 2008.
2.	Megret, Frederic & Philip Alston,*The* United Nations and Human Rights: ACritical Appraisal, OUP, Oxford, 2020
3.	Nirmal, C.J., Human Rights in India: Historical, Social and Political Perspectives, OUP, New Delhi, 2008
4.	O' Bryne, Darren J., Human Rights: An Introduction, Routledge, London, 2013
5.	Subbian, A, Human Rights Complaints Systems*:* International and Regional,Saujanya Books, New Delhi, 2013

Reference Books	
1.	Cushman, Thomas, ed., Handbook of Human Rights, Routledge, New York, 2012
2.	Forsythe, David P., et. Al., The International Committee of the Red Cross: A Neutral Humanitarian Actor, Routledge, New York, 2007
3.	Human Rights Watch, World Report, Human Rights Watch, New York (Relevant Years)
4.	Landman, Todd, Protecting Human Rights: *A Comparative Study*, Georgetown University Press, Washington, D.C., 2005
5.	Power, Jonathan, Amnesty International*:* The Human Rights Story, Pergamon Press, Oxford, 1981.

Web Resources	
1.	https://nhrc.nic,in
2.	https://www.un.org/en/global-issues/human-rights

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understand the concepts and evolution of human rights
CO2	Appreciate the role of UN in promoting human rights
CO3	Understand the the status of human rights in India
CO4	Analyse the challenges to human rights
CO5	Assess the role of non-governmental organizations

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Weighted percentage of Course Contribution to PSOs	3	3	2.6	3	2.6

S- Strong-3 M-Medium-2 L-Low-1

Communication Strategies for Leadership Success

Title of the Course	Communication Strategies for Leadership Success				
Course Type	SKILL ENHANCEMENT COURSE II				
Course Code	25PSHI31				
Year	II	Semester	III	Credits	2
		Lecture	Tutorial	Lab Practices	Total
Instructional Hours Per week		3	1	--	4

Learning Objectives	
LO1	To explain the basic definitions of communication and communication skills
LO2	To list the types of communication skills
LO3	To detail the methods to improve communication
LO4	To explain the requirements of effective communication in the workplace
LO5	To detail the types of corporate skills

Unit	Contents
I	Definition of communication-methods of communication-Definition of communication skills
II	Communication Skill -Listening –conciseness- body language- confidence- Open mindedness- Use of Correct Medium-Volume and Clarity- Nonverbal cues- Responsivenes
III	Improvement of Communication Skills-Readiness to seek and receive Constructive Criticism- Practice- Attendance of classes and workshop – effective usage of opportunities
IV	Effective Communication in workplace- Clarity and concise- practice of empathy- Assertion- calm and consistence-
V	Corporate communication- Importance – Types of skills- Writing skills- presentation and public speaking skills- communication with data- Research and critical thinking- Technical skills - usage of chat bots, block chain, virtual reality .

Textbooks	
1.	Kerry Patterson, Crucial Conversations: Tools for Talking When Stakes Are High Audio CD – Audiobook,
2.	Andrew Sobal and Jerold Panas, 10 skills for effective Business communication
Reference Books	
1.	Paul A. Argenti, Corporate communication
2.	Paul A. Argenti, The power of Corporate Communication: crafting the voice and image of Business

Web Resources	
1.	https://www.rock.so/blog/communication-strategies
2.	https://www.revechat.com/blog/effective-customer-service-communication/
3.	https://www.opencolleges.edu.au/informed/features/10-tips-effective-communication-onlineoffline/

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understood the basic definitions of communication and communication skills
CO2	To list out the types of communication skills
CO3	Benefited by the methods to improve communication
CO4	Understood the requirements of effective communication in the workplace
CO5	To understand the types of corporate skills

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Weighted percentage of Course Contribution to PSOs	3	3	2.6	3	2.6

S- Strong-3 M-Medium-2 L-Low-1

Semester IV

Contemporary India

Title of the Course	Contemporary India				
Course Type	Core XI				
Course Code	25PMHI41				
Year	II	Semester	IV	Credits	5
		Lecture	Tutorial	Lab Practices	Total
Instructional Hours Per week		5	1	--	6

Learning Objectives	
LO1	Evaluate the contribution of different governments.
LO2	Assess the impact of government's policy on scientific advancements in India.
LO3	Describe the India's economic development and foreign policy.
LO4	Explain the uniqueness of Indian society and culture.
LO5	Examine the culture and Arts in Independent India

Unit	Contents
I	Demographic profile – characteristics of Indian Population – Population growth – – Religion – Language – Occupation – National Policy on Population. The Political Development – Reorganization of States on Linguistic basis– Channels of integration – Political parties
II	Science and Technology – Government of India Policy – Atomic and Nuclear Policy – Space Research - ISRO – DRDO – IT – National Research Institutes. Transport and Communications – Railways – Roads – Shipping – Civil Aviation – Postal, Telegraph – Telecommunication – Landline –internet, Communication Satellites – Mobile Communication.
III	The Economic Development – Planning Commission – National Development Council – State Plans – Five Year plans – Liberalization and Privatization and its impact. The Foreign policy- objectives, Basic principles of Indian Foreign Policy – India and China – India and Pakistan – India and USA – India and Russia

IV	Indian Society: Rural and Urban context —– Constitutional framework for safeguarding the social interest Education – Indian Education Commission – University Grants Commission – Kothari Commission –Progress of women education-growth of science and technology.
V	Culture and the Arts – Society – Religion – Family – Festivals – Cuisine – Recreation and Sports – Performing Arts – Drama and Cinema- Folk Arts

Textbooks	
1.	S.C. Dube (Ed) : India since Independence (1947- 1977)
2.	S. Gopal : Jawaharlal Nerhu: Foreign policy of India 1960's, Vol. III.
3.	M.J.Akbar : The Siege within: Problems of Modern India
4.	A. Appadurai : Foreign policy (Consumer Library)
5.	V.D. Mahajan : History of Modern India up to 1980's

Reference Books	
1.	B. Kuppuswamy : Social Change in India
2.	R.N. Sharma : Social problems in India
3.	Ronald Segal : The Crisis of India
4.	Bipan Chandra, et. al. : India After independence, 1947- 2000

Web Resources	
1.	https://www.ddutkal.ac.in
2.	https:// www.jstor.org/contemporaryindia

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understood the contribution of different governments.
CO2	Assessed the impact of government's policy on scientific Advancements in India.
CO3	Evaluated the India's economic development and foreign policy.
CO4	Learned the uniqueness of Indian society and culture.
CO5	Understood the culture and Arts in Independent India

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Weighted percentage of Course Contribution to PSOs	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Peasant and Labour Movements in India

Title of the Course	Peasant and Labour Movements in India				
Course Type	Core XII				
Course Code	25PMHI42				
Year	II	Semester	IV	Credits	5
		Lecture	Tutorial	Lab Practices	Total
Instructional Hours Per week		5	1	--	6

Learning Objectives	
LO1	Explain the impact of the agrarian change brought about by colonial government.
LO2	Examine the nature of peasant struggles in India.
LO3	Describe the rise of industries and the emergence of working class in India.
LO4	Evaluate the contribution of trade unions towards the amelioration of the working class.
LO5	Assess the significance of labour laws and various recommendations

Unit	Contents
I	Agrarian Change: Peasant - Revenue Systems - Zamindari - Ryotwari - Mahalwari - Changing Agrarian Relations - Conditions of Peasantry - Famines - Indebtedness - Wage Labour -Bonded labour-Plantation labour
II	Peasant Uprising and Movements: Peasant struggles in the pre- colonial period Peasant Struggles in the Colonial Period - Mappila Uprising - Santhal - Indigo Revolt – phulaguridawa Pabna Agrarian League - Maratha Uprising – Champaran Satyagraha - Kisan Sabha Movement - Tebhaga Movement - Telangana Movement. - Thanjavur.
III	Industrial Society: Rise of Industries - Migration to Cities - Labour Mobility - Condition of Workers in Factories - Rise of Working Class
IV	Trade Unionism & Labour Movement: Trade Unionism - Theories- Development of Trade Unionism in India - Types of Trade Unions - Left wing Trade Unionism – Problems of organizing Union in India - Unorganized Sector
V	Labour Laws and Legislations: Constitutional Rights and Directives - Concept and Definition of Strikes and Lockout –Labour Strikes ILO's Convention and Recommendation – Trade Union Act, 1926 - Industrial Disputes Act – Malviya Commission on Labour Welfare - National Commission on Labour - Modern Challenges.

Textbooks	
1.	Chandra, Bipan., Colonialism and Nationalism in India, New Delhi, 1979.
2.	Dange, S.A., Origins of Trade Union Movement in India, New Delhi, 1973.
3.	Desai, A.R., Peasant struggles in India, Oxford University Press, Bombay, 1986.
4.	Dhanagare, D.N., Peasant Movements in India, Oxford University Press, Delhi, 1983.
5.	Guha, Ranajit., Aspects of Peasant Insurgency in Colonial India, Oxford University Press, Delhi, 1983. Chakrabarthy, Dipesh., Rethinking Working Class History, Princeton University Press, 2002.

Reference Books	
1.	Alam, Javeed. "Peasantry, Politics and Historiography: Critique of New Trend in Relation to Marxism". Social Scientist 117. (February, 1983): 43–54.
2.	Bahl, Vinay, The Making of the Indian Working Class: The Case of Tata Iron and Steel Co., 1880-1946, New Delhi, Sage Publications, 1995.
3.	Basu, Deepika., The Working Class in Bengal: Formative Years, Calcutta, 1993.
4.	Bose, Sugata. Agrarian Bengal: Economy, Social Structure and Politics, 1919- 1947. Cambridge University Press, Cambridge, 1986.
5.	Chandavarkar, Rajnarayana., The Origins of Industrial Capitalism in India: Business Strategies and the Working Classes in Bengal, 1900- 1940, Delhi, 1989.

Web Resources	
1.	**https://www.historydiscussion.net**
2.	https://www.jstor.org/peasantmovementinindia
3.	https://www.jstor.org/stable/27768140

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understand the impact of the agrarian changes brought about by Colonial government.
CO2	Trace the nature of peasant struggles in India.
CO3	Detail the rise of industries and the emergence of working class in India.
CO4	Understood the contribution of trade unions towards the amelioration Of the working class.
CO5	Understood the significance of labour laws and various recommendations

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

International Relations since 1945 CE

Title of the Course	International Relations since 1945 CE				
Course Type	Core XIII				
Course Code	25PMHI43				
Year	II	Semester	IV	Credits	5
		Lecture	Tutorial	Lab Practices	Total
Instructional Hours Per week		5	1	--	6

Learning Objectives	
LO1	Explain the various theories and concepts of International Relations
LO2	Evaluate the impact of cold war.
LO3	Assess the achievements of UNO and other regional organizations.
LO4	Examine the role of international economic organisations
LO5	Examine the key international issues with special reference to India's concerns

Unit	Contents
I	Theories of international relations: idealist theory – realist theory – world systems theory – neorealist theory – neoliberal theory; state system: origin – nature – sovereignty – nationalism – balance of power: meaning – characteristics – types – techniques – collective security: meaning –nature – diplomacy: meaning – new diplomacy – types of diplomacy – national security: definition – internal threats –External threats
Ii	Cold war: origin – phases of cold war – end of cold war – NAM: Origin –membership and conferences – objectives – achievements – India's role; middle east: Arab Israeli conflict – oil crisis
Iii	United nations organization and its specialized agencies (UNESCO – UNICEF – WHO) – european union – organization of African unity – ASEAN – SAARC
Iv	Bretton woods institutions: world bank and IMF –UNCTAD – north – south dialogue – NIEO – GATT – WHO
V	Nuclear politics: IAEA – NPT – CTBT – concepts – India's nuclear policy; international terrorism: origin – types – 9/11 – US War on terrorism – Indian perspective; Indian ocean: cold war politics – contending interests – India's concerns; environmental concerns: Rio – Kyoto – Green peace

Textbooks	
1.	Palmer and Perkins .,International Relations: World Community in Transition
2.	Hans J. Morgenthau., Politics among Nations
3.	Peter Calvocoressi., World Politics since 1945
4.	AsitSen ., International Politics
5.	Prakash Chandra., International Relations: Foreign Policy of Major Powers an Regional Systems

Reference Books	
1.	Joseph Frankel : International Relations in a Changing World
2.	Michael Dockrill : The Cold War: 1945-196
3.	K.P. Misra& K.R. Narayanan, ed. : Non-Alignment in Contemporary International Relations
4.	Rasul B. Rais : The Indian Ocean and the Superpowers
5.	K.R. Singh : The Indian Ocean: Big Power Presence and Local Response

Web Resources	
1.	https://www.britannica.com/topic/international-relations
2.	https://www.futurelearn.com/experttracks/global-studies-international-relation**ns**

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understood various theories and concepts of International Relations.
CO2	Evaluated the impact of cold war.
CO3	Assessed the achievements of UNO and other regional organizations.
CO4	Examined the role of international economic organisations
CO5	Understood the key international issues with special reference to India's concerns

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Project with Viva

Title of the Course	Project with Viva				
Course Type	CORE - XIV				
Course Code	25PMHIP1				
Year	II	Semester	IV	Credits	4
		Lecture	Tutorial	Lab Practices	Total
Instructional Hours Per week		5	1	--	6

Project at P.G. level is essentially an experience in Historical Research. It provides opportunity to the student for an independent source-based study. It also facilitates the development of subject skills to acquire select and synthesize relevant and appropriate knowledge in a range of historical evidence in a critical manner. It is hoped that this exercise would develop transferable skills with independence of mind, communication skills and ability to work in a self-disciplined way.

Each student has to do a project/dissertation in the range of 9,000 – 10,000 words including references and excluding Bibliography.

Each student should work under a faculty allotted by the Department. After completion of the project there will be a Viva Voce Examination.

Women in India through the Ages

Title of the Course	Women in India through the Ages				
Course Type	ELECTIVE – VI				
Course Code	25PEHI41				
Year	II	Semester	IV	Credits	2
		Lecture	Tutorial	Lab Practices	Total
Instructional Hours Per week		3	1	--	4

Learning Objectives	
LO1	Explain the various perspectives on women's issues
LO2	Appreciate the contribution of social reformers to women's cause
LO3	Outline the constitutional safeguards for women
LO4	Examine the position of women in society
LO5	Examine the women welfare organisations and its schemes

Unit	Contents
I	**Perspectives on Women's Issues:** Liberal – Radical – Socialist – Marxist **Historical Aspects:** Women in Ancient India – Women in Medieval India Women in Modern India – Role of women in India's Freedom Struggle.
II	**Social Reform Movements and their impact**: Contributions of Brahma Samaj, Rammohan Roy, Ishwar Chandra Vidhyasagar, Jyotiba Phule and Savitribai Phule, Pandita Rama Bai, Periyar E.V. Ramasamy, and Dravidian Movement – Dr.Muthulakshmi Reddy – Moovalur Ramamirtham Ammaiyar
III	**Constitution, Laws and the changing status of women**: Women and Political Participation in India, Right to Vote, 73rd and 74th Constitutional Amendment and Participation in Local Governance, - Constitutional and Legal Safeguards for Women – Fundamental Rights, Directive Principles and Fundamental Duties –Laws related to Inheritance – Dowry Related Laws
IV	**Women's Welfare Organizations and Schemes:** Women's Indian Association – National Commission for Women and State Commission for Women – Women Development Corporation – women welfare Schemes of the Government of India
V	**Women and Economy:** Women and Economic Growth – Women in Unorganized Sector – Impact of Globalization on Women's Employment – Women Entrepreneurs – Poverty and Developmental Issues: Self Help Groups – Women and Media**:** Women in Print- Visual and Social Media

Textbooks	
1.	Anil Kumar Jha, "Gender Inequality and Women Empowerment", Axis Books, New Delhi, 2012.
2.	Nandal Santosh , "Women and Development", A Mittal Publications, New Delhi, 2012
3.	Rani Sandhya, "Development of Women – Issues and Challenges", Discover Publishing House Pvt Ltd, New Delhi, 2012.

Reference Books	
1.	Elson Diane, et al. "Gender Equality and Inclusive Growth: Economic Policies to Achieve Sustainable Development", UN Women, 2019
2.	Jenny Edwards, Andrea Cornwall, et al., "Feminisms, Empowerment and Development: Changing Women's Lives", Kindle Edition, 2014.
3.	Priyanka Sharma Gurnani, "Women Entrepreneurship – Emerging Dimension of Entrepreneurship in India" Education Publishing House, New Delhi, 2016.
4.	Rao, Pulla, "Political Empowerment of Women in India – Challenges and Strategies", ABD Publishers, New Delhi, 2012

Web Resources	
1.	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2982549/
2.	https://www.sociologydiscussion.com

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understood the various perspectives on women's issues
CO2	Evaluate the contribution of social reformers to women's cause.
CO3	Assessed the constitutional safeguards for women
CO4	Examined the position of women in society
CO5	Evaluated the women welfare Organisations and schemes

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S- Strong-3 M-Medium-2 L-Low-1

Science and Technology in India since 1947 CE

Title of the Course	Science and Technology in India since 1947 CE				
Course Type	ELECTIVE – VI				
Course Code	25PEHI42				
Year	II	Semester	IV	Credits	2
		Lecture	Tutorial	Lab Practices	Total
Instructional Hours Per week		3	1	--	4

Learning Objectives	
LO1	Describe the evolution of India's Science & Technology Policy
LO2	Evaluate the contribution of Green Revolution, White Revolution and Blue Revolution
LO3	Examine the advancements in the field of atomic and space research
LO4	Outline India's progress in the frontier areas of scientific research
LO5	Examine the social and economic impact of scientific advancements

Unit	Contents
I	Establishment of Science and Technology Ministry – Establishment of Scientific Research Institutions – CSIR, BARC, AIIMS, ICAR, IITs – Evolution of Government of India's Science and Technology Policy Frameworks since Independence – Science and Technology Policy Documents, 1958, 1983, 2003, 2013.
II	Development of Agricultural Science – Green Revolution – M.S.Swami Nathan – White Revolution – VergheseKurien – Blue Revolution
III	Atomic Energy and Nuclear Power Generation Programme – Homi Bhabha – Atomic Energy Commission of India – Pokhran I&II – Nuclear Power Policy of India Space Research: ISRO – Development of INSAT system – Remote Sensing Applications– PSLV Chandrayaan – Mangalyaan – Space Applications – DRDO – India's Missile Programmes – A.P.J. Abdul Kalam – India's Ballistic Missile Defence System

IV	Ocean Sciences – Indian National Centre for Ocean Information Services – Ocean Forecasts – Tsunami warning system – Biotechnology – Department of Bio Technology – Biotechnology Parks and Incubators – Biotechnology Industrial Research Assistance Council.
V	IT Revolution – New thrust on Knowledge Economy, Basic scientific research in frontier areas like Nano and Biotechnology and Innovation eco-systems – Social and Economic Impact of Scientific advancements.

Textbooks	
1.	Abraham, Itty 1998. The making of the Indian Atomic Bomb: Science, Secrecy and the Postcolonial Stale. Hyderabad. Orient Longman Limited.
2.	Joshi, Padmanabh 1992. Vikram Sarabhai: The Man and the Vision. Ahmedabad:Mapin Publishing Pvt. Ltd.
3.	Nayar, Baldev Raj 1983. India's Quest for Technological Independence: 2 Vols. New Delhi: Lancer Publications.
4.	Parthasarath, Ashok & Singh, Baldev 1992. "Science in India: The firstTenYears".Economic & Political Weekly, Bombay, VOL.XXVII, NO.35, August 29.
5.	India Year Book, Publications Division, Government of India

Reference Books	
1.	Parthasarathi, Ashok 1969. "Appearance and Reality in Indian Science Policy". Nature 221(5184), March 8, pp. 909-911.
2.	Phalkey, Jahnavi 2013. Atomic State: Big Science in Twentieth- Century India. Ranikhet: Permanent Black
3.	Prakash, Gyan 1999. Another Reason: Science and the Imagination of Modern India. New Delhi: Oxford University Press.
4.	Rahman, A.1958. "Congress Resolution on Science and Technology," Paper presented for the Study Group on Scientific Research. New Delhi
5.	Sundram, C.V. et al (ed.). Atomic Energy in India: 50 Years. New Delhi: Dept. of Atomic Energy

Web Resources	
1.	https://dst.gov.in/
2.	https://www.india.gov.in/topics/science-technology

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	Understood the evolution of India's Science & Technology Policy
CO2	Evaluated the contribution of Green, White, and Blue Revolutions
CO3	Understood the advancements in the field of atomic and space research
CO4	Assessed India's progress in the frontier areas of scientific research
CO5	Examined the social and economic impact of scientific advancements.

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Research and Report Writing

Title of the Course	Research and Report Writing				
Course Type	Skill Enhancement Course - III				
Course Code	25PSHI41				
Year	II	Semester	IV	Credits	2
Instructional Hours Per week		Lecture	Tutorial	Lab Practices	Total
		2	--	--	2

Learning Objectives	
LO1	explain the importance of report Writing
LO2	point out the method of research writing
LO3	explain the methods of writing research proposals
LO4	point out the importance of ethics in research
LO5	highlight the best practices

Unit	Contents
I	**Introduction:** Significance of Report Writing in academics and research- Requirement of report writing- research goals. Various kinds of Reports and its presentations. - Characteristics of Academic and Research Reports / Presentations.
II	**Research Writing:** Types of Research Papers, Structure of research papers - Research Paper Formats -Abstract writing – Methodology -Results and discussions - Uses of plagiarism detection tools.
III	**Report Writing:** Writings project proposals - Lecture notes - Progress reports- Utilization reports – Scientific Reports – Analyse One Government report from the Library
IV	Ethics and research- fabrication- plagiarism- misrepresentation.
V	Best practices- formulating the focus of the research- possess and develop cultural knowledge- importance of socially beneficial research

Textbooks	
1.	On Writing a Thesis by C P Ravi kumar, IETE Journal of Education, 2000
2.	Essential LATEX ++, Jon Warbrick with additions by David Carlisle, Michel Goossens, Sebastian Rahtz, Adrian Clark January 1994

Reference Books	
1.	Microsoft Office 2016, by Joan Lambert and Curtis Frye, Microsoft Press,mWashington 98052-6399
2.	LATEX for Beginners, Edition 5, March 2014 Document Reference: 3722-2014

Web Resources	
1.	http://www.library.cornell.edu/resrch/citmanage/mla
2.	https://files.eric.ed.gov/fulltext/EJ1196755.pdf
3.	http://ndl.ethernet.edu.et/bitstream/123456789/79399/4/Unit%206%20-%20Research%20Ethics%20and%20Plagiarism.pdf

Course Outcomes

Co No	On Completion of this Course, Students will be able to
CO1	To tell the importance of report Writing
CO2	To name the method of research writing
CO3	To explain the methods of writing research proposals
CO4	To relate to the importance of ethics in research
CO5	To highlight the best practices

Mapping with Programme Outcomes

CO/PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8
CO 1	3	3	2	2	3	3	2	3
CO 2	3	3	2	2	3	3	2	3
CO 3	3	3	2	2	3	3	2	3
CO 4	3	3	2	2	3	2	2	3
CO 5	3	3	2	2	3	3	2	3
Total	15	15	10	10	15	14	10	15
Average	3	3	3	2	3	2.8	2	3

S-Strong-3 M-Medium-2 L-Low-1

Level of Correlation between PSO and CO

CO /PSO	PSO1	PSO2	PSO3	PSO4	PSO 5
CO1	3	3	2	3	2
CO2	3	3	3	3	3
CO3	3	3	3	3	3
CO4	3	3	3	3	3
CO5	3	3	2	3	2
Total	15	15	13	15	13
Average	3	3	2.6	3	2.6

S-Strong-3 M-Medium-2 L-Low-1

Blue Print

Class: P.G Time : 3 Hours Max. Marks : 75

Section – A (10 x 1 = 10)

Answer ALL Questions,

Choose the correct answer. (With four options)

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	1 & 2	3 & 4	5 & 6	7 & 8	

Section – B (5 x 5 = 25)

Answer ALL Questions choosing either (a) or (b)

Answer should not exceed 250 words

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	11 (a) & 11 (b)	12 (a) & 12 (b)	13 (a) & 13 (b)	14 (a) & 14 (b)	15 (a) & 15 (b)

Section – B (5 x 8 = 40)

Answer ALL Questions choosing either (a) or (b)

Answer should not exceed 500 words

	Unit I	Unit II	Unit III	Unit IV	Unit V
Question Nos.	16 (a) & 16 (b)	17 (a) & 17 (b)	18 (a) & 18 (b)	19 (a) & 19 (b)	20 (a) & 20 (b)