

Sadakathullah Appa College

(Autonomous)

(Reaccredited by NAAC at an 'A' Grade. An ISO 9001:2015 Certified Institution)

Rahmath Nagar, Tirunelveli- 11.

Tamil Nadu.

RESEARCH DEPARTMENT OF HISTORY



Draft CBCS SYLLABUS

For

M.A., History

(Applicable for students admitted in June 2021 and onwards)

(Submitted before the Microbiology BOS Meeting

to be held on 16.02.2021)

COURSE PATTERN STRUCTURE
CBCS Syllabus – M.A.History
(Applicable for students admitted in June 2021 and onwards)

SEM	Category	Title of the paper	S. Code	H/W	L	T	P	C	Marks		
									I	E	T
I	DSC-I	State and Society in India up to 712.A.D	21PCHS11	6	6			5	40	60	100
	DSC-II	History of Tamil Nadu up to 1336. A. D	21PCHS12	6	6			5	40	60	100
	DSC-III	Arab State and Society Up to 661 A.D	21PCHS13	6	6			5	40	60	100
	DSC-IV	History of Modern World 1453 – 1994.A.D	21PCHS14	5	5			3	40	60	100
	DSE-I	Archaeology Theory and its Methods	21PEHS11A	4	4			3	40	60	100
			21PEHS11B								
			21PEHS11C								
IDC-I	Indian History for Competitive Examinations up to1707 A.D	21PIHS11	2	2			2	40	60	100	
	Library Hour		1			1					
II	DSC-V	State and Society in India- 1206-1526. A. D	21PCHS21	6	6			5	40	60	100
	DSC-VI	History of Tamil Nadu 1336 A.D.- 1947 A.D	21PCHS22	6	6			5	40	60	100
	DSC-VII	Arab State and Society – 661 A.D.- 1517 A.D	21PCHS23	6	6			5	40	60	100
	DSC-VIII	National Movement in India 1885 A.D- 1947 A.D	21PCHS24	5	5			3	40	60	100
	DSE-II	Archives Keeping History and Folklore	21PEHS21A	4	4			3	40	60	100
			21PEHS21B								
			21PEHS21C								
SEC-I	SEC-I (MOOC NPTEL Course)	21PSHS21	2				2	40	60	100	
	Library Hour		1			1					
iii	DSC-ix	History of India	21PCHS31	6	6			5	40	60	100

		1526- 1757 A. D									
	DSC-X	Dravidian Movement up to 2000 A.D.	21PCHS32	6	6			5	40	60	100
	DSC-XI	History of Modern West Asia	21PCHS33	6	6			5	40	60	100
	DSC-XII	Historical Methods and Research Methodology	21PCHS34	5	5			3	40	60	100
	DSE-III	Museology	21PEHS31A	4	4			3	40	60	100
		Heritage Studies	21PEHS31B								
		History of Science and Technology	21PEHS31C								
	IDC-II	Indian History for Competitive Examination from 1707 to 1947 A.D.	21PIHS31	2	2			2			
		Library Hour		1			1		40	60	100
iv	DSC-XIII	Post-Independence India up to 1999	21PCHS41	6	6			5	40	60	100
	DSC-XIV	Historiography	21PCHS42	6	6			5	40	60	100
	DSC-XV	Intellectual History of Modern India	21PCHS43	5	5			3	40	60	100
	P	Project	21PPHS41	9				5	40	60	200
		DSE-IV	Introduction to Human Rights	21PEHS41 A	4	4			3	40	60
	Constitutional History of India/		21PEHS41 B								
	Women Studies		21PEHS41 C								
			TOTAL	120				90			2400

Programme Learning Outcomes (PLO)

(Aligned with Graduate Attributes)

for

Master of Arts (M.A.)

in

History

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The students Post graduating with the Degree M.A. will be able to:

PLO 1: Disciplinary Knowledge

- Attain in-depth domain knowledge for understanding the origin and the recent developments in the respective disciplines.

PLO 2: Communication Skills / Digital Literacy / Self-Directed Learning /Lifelong Learning

- Acquire the essential language skills and job skills, to speak flawlessly, to write effectively and to create works of art/texts so as to get placed in lucrative positions.
- Get access to digital resources, to use them judiciously for updating knowledge and also to engage in remote/ independent learning.
- Prepare them for personal and professional development and to practice it for sustained advancement in life.

PLO 3: Critical Thinking / Analytical Reasoning / Problem Solving Skills

- Develop interpretation skill and analytical skill to analyze socio-political, socio-religious and the economic conditions prevailing through the ages globally and to adopt the solutions suggested to end social/ economic/ political issues.

PLO 4: Moral and Ethical Values / Environmental Conservation and Sustainability / Multicultural Competence

- Imbibe moral and ethical values for upholding uprightness, solidarity and sovereignty to live an honorable life.
- Realize that the environment and humans are dependent on one another and to know about the responsible management of our

ecosystem for survival, and for the well-being of the future generation as well.

- Comprehend the local, national and global principles / perspectives / policies dealt with in texts to foster global peace.
- **PLO 5: Teamwork, Collaborative and Employability skills/ Research, Innovation and Entrepreneurship.**

Build relationships, overcome conflicts, excel in teamwork and to contribute constructively for personal and professional growth. Design innovations for exploring the unexplored areas in diverse fields to accomplish socially relevant and economically beneficial innovative research projects. Become a skilled entrepreneur for launching start-up/ business ventures to improve the economy of the Nation.

Programme Specific Outcomes

PSO	Upon completion of M.A. Degree Programme, the students will be able to:	POs Mapped
PSO-1	Obtain domain knowledge in the key areas such as ancient, medieval, modern, and contemporary histories, transitions, and their effects on society.	PLO1
PSO-2	Acquire the basics of ICT and its use in Learning Massive Open Online Courses independently to update knowledge and to prosper in their lives.	PLO2
PSO-3	Analyze the political careers of the Local, National, and international rulers and activists, the emergence of socio-cultural, socio-religious movements and the reforms occurred worldwide.	PLO3
PSO-4	Become morally and ethically sound citizens upholding Democracy, Nationalism, Sovereignty, Fraternity and Equality and learn balancing eco- system.	PLO4
PSO-5	Apply the knowledge to build international relationships and to pursue research in signature areas.	PLO5

Semester – I

Course Title	State and Society in India Up to 712.A. D
Total Hrs.	6
Hrs./Week	90
Sub. Code	21PCHS11
Course Type	DSC
Credits	5
Marks	100

General Objective: Students will be able to learn State, Society and political organizations in the ancient period.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand Ancient Indian History with the help of different perceptions of Indian History.
CO-2	Examine the emergence of state, society, economy, and culture of Ancient India.
CO-3	Explain the expansion of agriculture, Second urbanization, and the emergence of the empire.
CO-4	Review on Administration, economy, and cultural development under Maurya and Post Maurya's.
CO-5	Assess the invasion of Greeks, Saka, Kushans and Guptas State and Society.

Unit I Historiography

Perceptions on state: The Indian perception, colonial constructions, Oriental Despotism and Asiatic Mode of Production- History and Nationalism: Communal History- Marxist Histories- Recent trends.

Unit II Towards chiefdoms and kingdoms

The First Urbanization and Indus Cities: Civic planning and organization-Harappan Polity – Cities as centers of craft –inland overseas State- the Vedic Period: Rig Veda- societies in the Vedic period, chiefs and kings, Kula-Sabha, samiti, raja, caste and varna, rituals and forms of social exchange.

Unit III State Formation and Religious awakening

Expansion of agriculture: Evolution of towns, and Urbanization - Emergence of states: from lineages to new forms of political authority, Proto states-Territorial States, Ganasangha, Janapadas and Mahajanapadas, Prominence of Magadha-The Second Urbanisation:The Ganges plain,Early trade-Religions and Ideologies-Brahmanism,Buddhism and Jainism.

Unit IV The emergence of empire

Mauryas: Chandragupta Maurya, Political economy and Empire,Administration - Ashoka's Dhamma and Imperial Decline-Post Mauryas:Sungas,Indo Greeks, Sakas and Kushans.

Unit V Gupta State and Society:

Chandra Gupta I, Samudra Gupta, Dig vijay, Chandra Gupta II - Relations with Sakas , Vakatakas - Administration-Society: Castes and Subcastes ,Position of Women - Cultural life ;Language and Literature, Art and Architecture, Ajanta Paintings- Education and Institutions Harsha. - - Harsha and Buddhism- Hiuen- Tsang-Arab Conquest of Sindh.

Textbooks:

1. Sharma, R.S. *Material Culture and Social formation in Ancient India*, New Delhi: Macmillan India Publication,1983.
2. Singh, Upinder. *A History of Ancient and Early Medieval India*, New Delhi: Pearson Publication,2009.
3. Thapar, Romila. *Early India, From Origins to 1300 A.D.* London: Penguin Books, 2003.
4. Thapar, Romila. *Ancient Indian Social History, Some Interpretations.* New Delhi: Orient Longman Publication,1978

References

1. Bailey, A.M .and Llobera, J.R. *The Asiatic Mode of Production. Science and Politics.* London: Routledge Publication,1981.
2. Basham, A.L. *The wonder that was India.* New York: Macmillan Publication,1959.
3. Chakrabarti, D.K. *The Early Use of Iron in India.* Delhi: Oxford University Press Publication,1992.
4. Thapar, Romila. *Asoka and the Decline of Mauryas.* New Delhi: Oxford Publication,1997.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Comprehend the various perceptions on State and Society of Ancient India.	1	Understanding
CO-2	Sketch the Varnas, Rituals and Social exchange of later Vedic Society.	1,2	Applying
CO-3	Integrate the ideas of State and Social formation under tribal period and Empire.	1,2,3	Analyzing
CO-4	Explain the Political, Economic, and administrative conditions of Mauryan age	1,2,3	Analyzing
CO-5	Review on the Literature, Art, and Architecture under the Guptas period	1,2,3,4	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit				
I	21PCHS11	State and Society in India Up to 712.A. D					6	6				
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)						
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	✓	-		-	-	✓	-					
CO-2	✓	✓				✓	✓					
CO-3	✓	✓	✓			✓	✓	✓				
CO-4	✓	✓	✓			✓	✓	✓				
CO-5	✓	✓	✓	✓		✓	✓	✓	✓			
Number of matches (✓) = 26 Relationship = Low/Medium/High												

Prepared by
 Name :Dr.A.H. Mohideen Badusha
 Signature :

Checked by
 Head of the Department

Semester – I

Course Title	HISTORY OF TAMIL NADU UP TO 1336. A. D
Total Hrs.	90
Hrs./Week	6
Sub.Code	21PCHS12
Course Type	DSC-2
Credits	5
Marks	100

General Objective: To understand the Prehistory of Tamil Nadu and its features.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the History of Ancient Tamil Nadu.
CO-2	Examine the Socio- religious condition Under the Pallavas and Pandyas.
CO-3	Assess the Administration of Imperial Cholas of Tamil Nadu.
CO-4	Estimate the Art and Architecture of Imperial Pandyas.
CO-5	Debate the Madurai Sultanate and their impact on Society, Economy and Culture.

UNIT I Prehistoric Tamil Nadu

Sources – Geographical features – Ethnography – Sangam Age: Literature, Polity – Economy – Society and Culture.

UNIT II Early Social and Political Formation

Kalabhras – Socio – Economic Condition – Jainism – Buddhism – The Bhakti Movement – The Bhakti Literature – Saivism – Vaishnavism – Social Hierarchies – Caste System – Slavery – Temple Movement & Society – Brahmadeyas – Devadasi System – Origin of the Pallavas- Mahendravarman I –Narasimhavarman I – Administrative Institutions – Society and Religion – Literature – Art and Architecture – First Pandya Empire.

UNIT III Imperial Cholas

Administration – Centre – Provinces & Village (Nadu – Nagaram & Sabha Administration – Overseas Expeditions and Expansion – Temple Movement & Temple Administration – Temple Slavery – Temple Economy – Decline of the Imperial Cholas.

UNIT IV Pandyas and Vijayanagar.

Socio- Political and Economic Condition – Architecture- Imperial Pandyas: Foreign Accounts – Central and Provincial Administration – Language and Literature – Art and Architecture – Trade and Commerce- **Emergence of Vijayanagar Kingdom.**

UNIT V Advent of Malik Kafur

Madurai Sultanate – Impact on Society, Economy and Culture.

Textbooks

1. Rajayyan, K. *Tamil Nadu A Real History*. Madurai: Ratna Publications 2005.
2. Rajayyan, K. *History of Tamil Nadu 1565-1982*. Madurai: Raj Publication, 1982.
3. Sarveswaran, K. *Glimpses of Tamil Nadu History*, Madurai: Sarveswaran publication 1994.
4. Swaminathan, A. *Social and Cultural History of Tamil Nadu* Deepa Publications. 1984

Reference Books

1. Mahalingam, T.V. *Readings in South Indian History*. Delhi: BR Publishing Corporation, 1977.
2. Minakshi, Cadambi. *Administration and Social Life Under the Pallavas*. Madras: University of Madras, 1977.
3. Noburu, Karashima. *History and society in South India: the Cholas to Vijayanagar*. New York: Oxford University Press, 2001
4. Pillay K.K. *Studies in Indian History: with special reference to Tamil Nadu*. Madras: Pillay Publication, 1979.
5. Stein, Burton. *Peasant State and Society in Medieval South India*. Delhi: Oxford University Press, 1999.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Relate the sources and Geographical features of Sangam period.	1	Understanding
CO-2	Integrate the Bhakti Literature and Social hierarchies in Early Medieval Tamil Nadu.	1,2,	Applying
CO-3	Explain the State and Society under the imperial Cholas.	1,2,3,	Analyzing
CO-4	Appraise the Socio – Political and Economic conditions under the Imperial Pandyas.	1,2,3	Analyzing
CO-5	Assess the impact of Madurai Sultanate in connection with invasion of Malik Kafur.	1,2,3,4	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit				
I	21PCHS12	HISTORY OF TAMIL NADU UP TO 1336. A.D					90	5				
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)						
	PLO 1	PL O 2	PLO 3	PL O 4	PL O 5	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	✓	-			-	✓	-	-		-		
CO-2	✓	✓		-	-	✓	✓					
CO-3	✓	✓	✓			✓	✓	✓				
CO-4	✓	✓	✓			✓	✓	✓				
CO-5	✓	✓	✓	✓		✓	✓	✓	✓			
Number of matches (✓) = 28 Relationship = Low/Medium/High												

Prepared by
Name: C. ASHA
Signature:

Checked by
Head of the Department

Semester – I

Course Title	Arab State and Society Up to 661 A.D.
Total Hrs.	90
Hrs./Week	6
Sub.Code	21PCHS13
Course Type	DSC – 3
Credits	5
Marks	100

General Objective:

This course aims to provide a right perspective on the history of Arabs from pre-Islamic period to the period of Rightly Guided Caliphs with special focus on the emergence of Islam and social-political formation in the Arabia during medieval age.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Comprehend the historical and social formations of Arab society by taking into consideration the spatial and temporal elements.
CO-2	Sketch the emergence of Islam and social-political formation in the Arabia thereafter.
CO-3	Appraise representation on the life and teachings of Prophet Muhammad and to evaluate his impacts in the transition of Arab society.
CO-4	Critically reflect on the Islamic state and religion under the reign of four Rashidun Caliphs and the tensions it encompasses.
CO-5	Evaluate the process of political, social, economic, and cultural transformations in Arab society and to access its institutional manifestations.

.UNIT I Pre-Islamic Arabia

Arabia: The cradle of Semitic Race – Geographical Features : Flora and Fauna- Bedouin Life- The Ancient Arabs- Jahiliyyah Period : Socio Religious and Economic life , Arabic Language and Poetry- The city of Makkah: Kaaba, Quraysh- The Abyssinian Attack.

UNIT II The Makkah Period of Prophet Muhammad- Early life and Prophethood

The Birth of Muhammad - Early life- Marriage - Prophet hood: Early Followers, Opposition, Migration to Abyssinia, Social and Economic Boycott-

Pledge of Aqabah - Hijrah to Madina- Meaning of Islam- Sources of Islam: Quran and Hadith- Fundamentals of Islam: Six Articles of Faith, Five Pillars of Islam.

UNIT III Establishment of Islamic Society and State at Madina

Prophet at Madina: Ansars and Muhjirs , The Charter of Madina- Causes Events and Results of Major Battles: Battle of Badr, Battle of Uhud, Battle of Khandaq – Treaty of Hudaibiyyah – The Conquest of Makkah – Farewell Sermon and its Significance- The Eternal Rest of Prophet- Assessing the Life.

UNIT IV The Rashidun Caliphate-The Period of Consolidation

The Rashidun Caliphs- Abu Bakar and Consolidation of the Republic- Umar: Expansion of the Republic and Administrative Reforms-Uthman: Expansion and the Impeachment, Allegations and Facts- Ali : Battle of Jamal and Siffin, Origin of Khariji and Shi'a Sects- End of the Republic.

UNIT V Islamic State and Society

Prophet as a Reformer and Statesman- Features of Islamic society: Principles of Justice and Equality , Concept of Community, Status of Women, Social Condition of Slaves- Salient features of Rashidun Caliphate : Nature of the State and structure of the Administration , Shura, Economic conditions, Taxes- Social Condition: Status of Women.

Textbooks:

1. Akbar Shah Najeebabadi. *The History of Islam- Vol.1*. Riyadh: Darussalam, 2000.
2. Ali, Kausar. *A Study of Islamic History*. New Delhi: Adam Publishers & Distributors, 2007.
3. Hitti, Philip K. *History of the Arabs: From the Earliest Times to the Present*. New York: Palgrave Macmillan, 2002.

Reference Books:

1. Arnold, Thomas Walker. *The Caliphate*. London: Routledge, 2016
2. Haykal, Muhammad Husayn. *The Life of Muhammad*. Kuala Lumpur: Islamic Book Trust, 1994.
3. Hodgson, Marshall G. S. *The Venture of Islam: Conscience and History in a World Civilization. Volume 1*. Chicago: University of Chicago Press, 2010.
4. Husain, Sayed Athar. *The Glorious Caliphate*. Lucknow: Academic of Islamic Research and Publications, 1977.
5. Lapidus, Ira Marvin. *A History of Islamic Societies*. Cambridge: Cambridge University Press, 2014.
6. Lings, Martin. *Muhammad: His Life Based on the Earliest Sources*. Calicut: Other Books. 2015.
7. Nadwi, S. Abul Hasan Ali. *Muhammad Rasulullah: The Life of Prophet Muhammad*. Lucknow: Academy of Islamic Research and Publications, 1979.

8. Shaban, Muhammad Abdulhayy. *Islamic History: A New Interpretation*. 1, 1. Cambridge: Cambridge University Press, 1976.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Summarize historical arguments on social formations in a rational sense with a critical approach.	1	Understanding
CO-2	Articulate the historical background on the growth of Islam and its wider impacts.	1, 2	Applying
CO-3	Illustrate the life and teachings of Prophet Muhammad as an historical figure and inculcate the moral and ethical essence of his teachings.	1, 2, 3, 4	Analyzing
CO-4	Review well-structured historical arguments on the consolidation of state and religion under Rashidun Caliphate.	1, 2, 3, 4	Evaluating
CO-5	Debate on the changes and continuities in various aspects of Arab life in pre-Islamic and Islamic period.	1, 2, 3, 4	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credit						
I	21PCHS13	Arab State and Society Up to 661 A.D.	90	5						
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓					✓				
CO-2	✓	✓				✓	✓			
CO-3	✓	✓	✓	✓		✓	✓	✓	✓	
CO-4	✓	✓	✓	✓		✓	✓	✓	✓	
CO-5	✓	✓	✓	✓		✓	✓	✓	✓	
	Number of matches (✓) = 30 Relationship = Low/Medium/High									

Prepared by
Name: SAIDALI.P.P
Signature:

Checked by
Head of the Department

Semester – I

Course Title	HISTORY OF MODERN WORLD 1453 – 1994 A.D
Total Hrs.	75
Hrs./Week	5
Sub.Code	21PCHS14
Course Type	DSC – 4
Credits	3
Marks	100

General Objective: To enlighten the students on the changes in the world after 1453 in the form of Renaissance, Reformation, Revolutions in England, America, France, Russia, industrial revolution and civil rights movement.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the transition from medieval to modern period in the world history.
CO-2	Determine the theory of separation of powers under church and State.
CO-3	Appraise the ideas of Enlightenment and Modernity and its unfolding in the world order.
CO-4	Review the growth of Capitalism and Colonialism.
CO-5	Assess the conditions of oppressed and Colonized Nations.

UNIT I Transition to Modern World:

Fall of Constantinople in 1453.A.D – Renaissance in Europe: Literature, Art, and Architecture – Reformation and Counter Reformation – Geographical Explorations – Rise of Nation-States.

UNIT II The Age of Enlightenment

The Enlightenment Ideas: Progress – Liberty – Equality – Fraternity – Constitutional Government- Separation of Church and State – Theory of Separation of Power.

UNIT III Popular Revolutions

Causes, Courses and Results of: Glorious Revolution in England – American War of Independence– French Revolution–Revolutions in Russia.

UNIT IV Growth of Capitalism and Imperialism:

Scientific revolution - Impact on Production – Industrial Revolution – Colonial expansion to Asia: Imperialism in China-Opium Wars and Boxer Rebellion-Africa: Scramble for Africa-Latin America under the Portuguese and Spanish powers.

UNIT V Anti-Colonial and Civil Rights Movements:

Latin American Struggle and Simon Bolivar – Libyan Resistance Movement and Omar al Mukhtar – Indonesian war of Independence and Sukarno – Civil Rights Movement in America: Martin Luther King Jr and Malcolm x – Anti-Apartheid Movement in South Africa and Nelson Mandela

Textbooks

1. Dev, Arjun. Indira Arjun. *History of Modern World*. Delhi: Orient Black swan, 2009.
2. Mahajan, V.D, *History of Europe since 1789* Delhi: Chand Publication, 1988.

Reference:

1. Carson, Clayborne (Ed.), *The Autobiography of Martin Luther King Jr*, Grant Central Publications, 1998.
2. Hobsbawm, E. J, *Age of Revolution 1789-1848*. U. K: Weidenfeld & Nicolson, 1962. Publication, 1994
3. Harman, Chris, *Peoples' History of the World*, Bookmarks, 1999
4. Hobsbawm, E.J, *Age of Extremes The short twentieth Century*. U.S.: Vintage Publication 1994

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Summarize the fall of Constantinople and the role of Renaissance, Reformation and Counter Reformation in Europe.	1	Understanding
CO-2	Articulate the enlightenment ideas of Liberty, Equality and Fraternity.	2	Applying
CO-3	Illustrate the revolutions in England, America, France, and Russia.	3	Analyzing
CO-4	Debate on industrial revolution and its impact on colonial expansion.	4	Evaluating
CO-5	Commenting anti – colonial and civil rights movement.	4	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credit						
I	21PCHS14	HISTORY OF MODERN WORLD 1453 - 1994	75	3						
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓	-	-	-	-	✓	-	✓	✓	✓
CO-2	✓	✓	✓	-	✓	✓	-	✓	✓	-
CO-3	✓	✓	-	-	✓	✓	-	✓	✓	✓
CO-4	✓	-	✓	-	-	✓	-	✓	-	-
CO-5	✓	✓	✓	✓	✓	✓	-	✓	✓	-
Number of matches (✓) = 31 Relationship = Low/Medium/High										

Prepared by

Checked by

Name: J. Jemi Merlin Rani

Head of the Department

Signature:

Semester – I

Course Title	ARCHAEOLOGY – THEORY AND ITS METHODS
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS11A
Course Type	DSE – 1
Credits	3
Marks	100

General Objective: Students will be able to understand the different concepts in Archaeology and identify the role of Archaeology in Historical Studies.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO1	Differentiate the different concepts in discipline Archaeology.
CO2	Examine the growth and development of Archaeology and estimate the contributions of the different scholars to the discipline.
CO3	Illustrate the method in Archaeological operations.
CO4	Assess the significance of the different surveys in Archaeology.
CO5	Evaluate the value of Archaeology in the Historical studies.

UNIT I An Introduction to Archaeology

Definition - History and Archaeology - Prehistoric - Proto - historic and Historic Archaeology - Kinds of Archaeology: Environmental Archaeology, Ethno-Archaeology - Underwater Archaeology.

UNIT II History of Archaeology in the World

Classical Archaeology - Antiquarianism - Cultural - Historical Context - Henri Schliemann's - Thomas Jefferson - Thompson - Development of new Archaeology - Processual and Post Processual Theory - Flinders Petrie - Pitt Rivers - Gordon Childe - History of Archaeology Survey of India - Sir John Marshall - Bruce Foot-Sir Mortimer Wheeler - Exploration: Folk Traditions - Field Survey - Magnetometer - Comparative Study - Ariel Photography - History of State Archaeology.

UNIT III Exploration Methods

Site Survey - Geophysical Survey - Excavation Methods: Kinds of Excavation, Trial Trench, Vertical Excavation, Horizontal Excavation, Surface Exploration-Excavation of Burial- Qurnt Method.

UNIT IV Archaeological Recording

Land Survey - Topographical Survey - Stratigraphy and its Importance - Three-Dimensional Recording - Drawing - Photography - Catalogue.

UNIT V Dating Methods:

Relative Dating - Absolute Dating - Radiocarbon Dating (C14 Dating) - Dendrochronology – Thermo luminescence - Fluorine Test - Nitrogen Test - Pollen Analysis

Textbooks

1. Raman, K.V. Principles and Methods of Archaeology. Madras: Parthajan Publication,1986.
2. Rajan, K. *Archaeology: Principles and Methods*. Thanjavur: Manoo Publication,2002.

REFERENCE BOOKS:

1. Barker, Philip. *Techniques of Archaeological Excavation*. London: Routledge Publication,1993.
2. Daniel, Edmund Glyn.A *hundred and fifty years of Archaeology*,Cambridge: Harvard University Press,1976.
3. Joukowsky Sharp, Martha . *A complete manual of field archaeology: tools and techniques of field work for Archaeologists*. Prentice-Hall: Englewood Cliffs N.J.,1980.
4. Renfrew, Colin. Bahn, Paul. *Archaeology: Theories, Methods and Practices*, London: Thames & Hudson Publication,2016.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Comment on Historic Archaeology and Prehistoric Archaeology.	1	understanding
CO-2	Examine the contributions of the Archaeologist like Henri Schliemann, Flinders Petrie, and Mortimer Wheeler.	1,2	Applying
CO-3	Integrate the different types of excavations and survey methods.	1,2	Applying
CO-4	Assess the excavations and surveys methods in Archaeology.	1,2,3,4	Evaluating
CO-5	Review the facts related to different methods and techniques in Archaeology and make a report on the methods they observed.	1,2,3,4	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credit						
I	21PEHS11A	ARCHAEOLOGY – THEORY AND ITS METHODS	60	3						
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓					✓				
CO-2	✓	✓				✓	✓			
CO-3	✓	✓				✓	✓			
CO-4	✓	✓	✓	✓		✓	✓	✓	✓	
CO-5	✓	✓	✓	✓		✓	✓	✓	✓	
<p style="text-align: center;">Number of matches ✓ = 26 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)</p>										

Prepared by

Checked by

Name: ABDUL KALAM PK

Head of the Department

Signature

Semester –I

Course Title	History of Indian Architecture
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS11B
Course Type	DSE-I
Credits	3
Marks	100

General Objective: To understand the concepts related with the History of Indian Architecture and analyse how changes in History made evolution in the Architecture of India.

Course Objectives: The learners will be able to:

CO	Course Objectives
CO1	Understand the concepts related with History of Indian Architecture.
CO2	Understand the features of Different types of Indian Architecture and Interpret the meaning behind each style and schools.
CO3	Assess the contributions done by the Rulers and dynasties by analysing their Architectural creations.
CO4	Explain the context of Architectural creations.
CO5	Appraise the cultural development of the periods especially the Art and Architectures.

Unit-I: Introduction to Architecture

Architecture - General - Definition - Origin & Growth - Nature - scope - importance - various styles of architecture - the Nagara, Vesara, the Dravida and their features.

Unit – II: North Indian Architecture

Indus Valley Architecture -Mauryan Architecture – Asoka’s contribution - foreign influence- Mauryan sculpture - Bull and Lion capitals

Unit – III: Buddhist and Jainist Architecture

Buddhist Architecture - Sarnath Pillar – Sanchi stupa, Chaitya at Kane - Viharas at Nasik and Ajanta

Unit – IV: Evolution of Temple Architecture

Evolution of Temple Architecture - Gupta period - Sanchi - Deogarh - Vijyanagar Architecture - Temple architecture of the Tamil kings - The Pallavas - The Cholas - The Pandyas

Unit – V: .Medieval Indian Architecture

Architecture under the Delhi sultanates - Slave - Khilji - Tughlak - Sayyid Lodi - Architecture under the Mughals - Babur - Humayun - Shersha - Akbar - Jahangir - Shajahan - Aurangazeb–Indo-Islamic Architecture in Tamil Nadu- Architecture under the Westerners.

REFERENCE BOOKS:

1. Basham A.L.- *The Wonder that was India*. Macmillan Publication, New York,1959
2. Desai, Ziyauddin A, *Indo - Islamic Architecture*, Ministry of Information and Broadcasting, New Delhi,1970.
3. K R Srinivasam, *Temples of South India*, National Book Trust, New Delhi,2010.
4. MehrdadShokoohy, *Muslim Architecture of South India*, Routledge Curzon Publication, London,2011.
5. Percy Brown, *Indian Architecture*, (Buddhist and Hindu Periods), D.B Taraporevala Publication, Bombay,1959.
6. Percy Brown, *Indian Architecture*, (Islamic Period), D.B Taraporevala Publication, Bombay,1981
7. Susan.L.Huntington, *The Art, Ancient India: Buddist, Hindu and Jain*, Weatherhill Publication, New York,

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Explain the features of the different types of Architecture in India	1 & 2	Understanding
CO-2	Illustrate the different schools of Architecture in India.	1	Applying
CO-3	Categorise the Different schools of Architecture in India.	3 & 4	Analysing
CO-4	Review the facts and interpretations on Indian Architecture.	3	Evaluating
CO-5	Integrate the concept of Architecture of India by interconnecting different features of various types of Architecture.	1	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit				
I	21PEHS11B	Indian Architecture					4	3				
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)						
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	✓					✓	✓					
CO-2	✓			✓	✓	✓		✓	✓			
CO-3	✓	✓	✓			✓	✓	✓		✓		
CO-4	✓			✓	✓	✓		✓	✓			
CO-5	✓	✓	✓	✓		✓			✓	✓		
Number of matches (✓) = 29 Relationship = Low/Medium/High												

Prepared by
Name: ABDUL KALAM PK
Signature:

Checked by
Head of the Department

Semester – I

Course Title	EPIGRAPHY
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS11C
Course Type	DSE
Credits	3
Marks	100

General Objective: The course is to make students aware of what is study of epigraphy, its use as a source for reconstructing the early history of India, its merits and demerits, eras used in the epigraphs as well as the beginning of epigraphical study. It also deals with some of the inscriptions are taken into account to show their historical importance.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the historicity of a country with the study of Epigraphy.
CO-2	Integrate Epigraphy and Palaeography
CO-3	Analyse the significance of Inscriptions and Copper plates.
CO-4	Asses the evolution of various scripts.
CO-5	Estimate the inscriptions of Tamil Nadu

Unit – I Introduction to Epigraphy

Epigraphy: Terminology, Scope- Growth – Kinds of Inscriptions and Importance in Reconstruction of History- Historiography of Epigraphic Studies

Unit – II Old Writing of India

Definition and importance of Paleography. Origin and antiquity of writing in India. Indus Valley Script. Brahmi. Kharosti. Vatteluttu – Grantha Dating and Eras.

Unit – III Writings of Epigraphical Records

Materials and Techniques of Writing --Writing Materials-Decipherment-Estampage of Inscriptions. Engraving-Forged records-Seals

Unit – IV North Indian epigraphy

Importance of Epigraphy to the knowledge of North Indian History
Inscription of Asoka - Besnagar Garuda Pillar Inscription, Hatigumpha

Inscription of Kharavela. -Saranath Buddhist Inscription of the time of Kanishka-I. Junagadh Inscription of Rudradaman.

Unit – V South Indian epigraphy

Importance of Epigraphy to the knowledge of South Indian History. Aihole Inscription of Pulakesi-II 16.Uttaramerur Inscription of Parantaka, Velvikudi Grant.

REFERENCE BOOKS:

1. Gai, Govind S. *Introduction to Indian Epigraphy: With Special Reference to the Development of the Scripts and Languages*. Mysore: Central Institute of Indian Languages, 2011.
2. Desai, Z A, Ajay M. Shastri, and K V. Ramesh. *Studies in Indian Epigraphy*. Mysore: Epigraphical Society of India, 2008.
3. Sudha, Prasad. *Ancient Indian Epigraphy*. Delhi: Globus Press, 2012.
4. Murty, K S. *Textbook of Indian Epigraphy*. Delhi: Low Price Publications, 1992.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Describe the concept of Epigraphy, inscriptions and Palaeography	1	Understanding
CO-2	Relate Historical writings and Epigraphy	3	Applying
CO-3	Analyse the inscriptions in North India	4	Analysing
CO-4	Evaluate the inscriptions of South India	1	Evaluating
CO-5	Develop engraved and deciphering new Inscriptions of Tamil Nadu	1	Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
I	21PEHS11C	EPIGRAPHY					60	3		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓	✓				✓	✓	✓		
CO-2	✓	✓		✓		✓	✓			
CO-3	✓	✓	✓		✓	✓	✓	✓	✓	
CO-4	✓	✓	✓	✓		✓	✓	✓	✓	
CO-5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Number of matches (✓) =36 Relationship = Low/Medium/High										

Prepared by
Name :Shamli C.K.
Signature :

Checked by
Head of the Department

Semester – I

Course Title	INDIAN HISTORY FOR COMPETITIVE EXAMINATIONS Up to 1707 A.D.
Total Hrs.	40
Hrs./Week	2
Sub.Code	21PIHS11
Course Type	IDC
Credits	2
Marks	100

General Objective: To create awareness among the students and to understand the values of this Subject.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the Historical sources for Indian History.
CO-2	Examine the various dynasties in India.
CO-3	Appraise the ancient and medieval rulers' contributions to Indian Art and Architecture.
CO-4	Review the kings' diplomacy with other rulers and other countries.
CO-5	Debate the Administration system of Mughals.

Unit-I Sources of Indian History

Geographical features of sources India –Indus Valley Civilization- Vedic Culture –Rig Veda- Later Vedic – Epic Age.

Unit- II Rise of New Religions

Jainism- Buddhism- Contribution of Jainism and Buddhism to Indian Culture- Rise of Magadha – Macedonian Invasions-Rise of Mauryan empire- Asoka's concept of Dharma – Kanishka & his Conquest

Unit-III The Age of Guptas

Sources-Chandra Gupta I- SamudraGupta- Chandragupta II- Golden Age of Guptas- Harsha & Buddhism- Hiuen- Tsang.

Unit- IV The Age of Delhi Sultanate

Advent of Arabs in Sindh- The Rajputs- Mahmud of Ghazni- Mohammed Ghor- The Delhi Sultanate- Slave Dynasty – The Khiljis - The Tughlaqs – Sayyids- Lodis- Administration features- Bahmani Kingdom

Unit- V The Age of Mughals

Sources- Babur- Humayun- Sher shah- Akbar-Jahangir- Shahjahan- Aurangzeb-Administrative features- Art and Architecture-Downfall of the Mughal Empire- Shivaji & his Administration.

Textbooks

1. Chandra, Satish. *Medieval India: From Sultanate to the Mughals. Delhi Sultanate (1206-1526) - Part One.* Har-Anand Publications, 2004.

2. Jha D.N. *Ancient India, In Historical Outline*, UK: Manohar Publication & Distributors, 1999.
3. Meena Bhargava, *Understanding Mughal India*. Delhi: Orient Black swan, 2019.
4. Mahajan, V.D. *Ancient India*, Delhi: S. Chand Publication, 2018.

Reference Books:

1. Chandra, Satish. *Medieval India: From Sultanate to the Mughals-Delhi Sultanate (1206-1526) - Part One*. Har-Anand Publications. 2004.
2. Chandra, Satish. *Medieval India: From Sultanate to the Mughals Part - II*. Delhi: Har-Anand Publications. 2005.
3. Thapar Romila. *Early India: From the Origins to AD 1300*. Delhi University of California Press, 2004.
4. Upindersingh, *Political Violence in Ancient India*, London: Harvard Press, 2017.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Interpret the Geographical features of early India, Indus valley civilization and Vedic Age.	1	Understanding
CO-2	Examine the religious ideas of Buddhism, Jainism and the rise of Mauryan empire.	3	Applying
CO-3	Estimate the Age of Guptas, their features and Harsha 's contribution to Buddhism.	3	Analyzing
CO-4	Review the arrival of Muslim rulers, their influence in Politics, Culture and Bahmani Kingdom	1	Evaluating
CO-5	Assess the Mughal Administrative features, Art, and Architecture, Shivaji and his Administration.	3	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
I	21PIHS11	Indian History for Competitive Examinations upto 1757 A.D.					30	2		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓					✓				
CO-2	✓	✓				✓	✓			
CO-3	✓	✓				✓	✓			
CO-4	✓	✓	✓	✓		✓	✓	✓	✓	
CO-5	✓	✓	✓	✓		✓	✓	✓	✓	
Number of matches (✓) = 28 Relationship = Low/Medium/High										

Prepared by

Checked by

Name : Dr.A.Abdul Azeez

Head of the Department

Signature :

Semester – II

Course Title	State and Society in India- 1206-1526. A. D
Total Hrs.	90
Hrs./Week	6
Sub.Code	21PCHS21
Course Type	DSC-5
Credits	5
Marks	100

General Objective: Students will be able to learn State and Society and Political organizations and other things in the medieval period.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the Socio-political shift of Indian history with the arrival of Arabs and Turks.
CO-2	Examine the Political structure of Delhi Sultanate.
CO-3	Appraise the syncretism between Arab-Turkish and Indigenous cultures.
CO-4	Estimate the Rise of Bhakti Movement and Sufism.
CO-5	Assess the Art and Architecture under the Vijayanagar Empire.

Unit-I Advent of Arabs and Turks

Sources for the study of Medieval Indian history – Impact of Arab conquest of Sind – Cultural contact between Arabs and Indigenous People – Regional kingdoms in Sind – India on the eve of Ghazni and Ghor

UNIT II Establishment of Delhi Sultanate:

Kutb-ud-Din Aibak – Iltutmish – Raziah – Balban- Consolidation during the Sultanate period – Mongol Threat

UNIT III Expansion of the State:

Khilji dynasty – Alauddin Khilji – Malik Kafur's invasion on South India and its impact – Beginning of Tughlaq dynasty – Mohammed-bin Tughlak – Firoz Tughlaq – Timur's invasion – Syed Dynasty- Lodi dynasty.

UNIT IV Society, Polity and Culture under Delhi Sultanate:

Administration under Delhi Sultanate – Socio-Economic conditions in the Sultanate period – Literary development- Iqta and Jagir system – Decline of the Sultanate – Art and Architecture under the Sultanate – Rise of Bhakti movement – Sufis – Acculturation.

UNIT V Rise of Regional kingdoms in South India:

Vijayanagar Empire and Bhamini Kingdoms – Social and Economic life of people in South India – Art and Architecture under Vijayanagar Empire

Textbooks

1. Jha, D.N. *Ancient India, In Historical Outline*. Delhi: Manohar Publication & Distributors, 1999.
2. Mahajan, V.D. *Ancient India*. Delhi: S. Chand Publication, 2018.
3. Meena Bhargava, *Understanding Mughal India*. Hyderabad: Orient Black Swan, 2019.

Reference Books:

1. Chandra, Satish. *Medieval India: From Sultanate to the Mughals-Delhi Sultanate (1206-1526) - Part One*. Delhi: Har-Anand Publications, 2004.
2. Chandra, Satish. *Medieval India: From Sultanate to the Mughals Part - II*. Delhi: Har-Anand Publications, 2005.
3. Thapar, Romila. *Early India: From the Origins to AD 1300*. University of California Press, 2004.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Categorize the various sources of early Medieval History.	1	Understanding
CO-2	Examine the Establishment of Delhi Sultanate.	1	Applying
CO-3	Correlate State Policies of the different dynasties of the Sultanate.	1	Analyzing
CO-4	Assess the Socio-economic conditions of the Delhi Sultanate Period.	3	Evaluating
CO-5	Comment on the Administration system of Vijayanagar empire and Bahmani Kingdom.	1	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
II	21PCHS21	State and Society in India 1206-1526 A.D.					90	5		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓			✓		✓		✓		✓
CO-2	✓	✓	✓	✓	✓	✓		✓	✓	✓
CO-3	✓	✓	✓		✓	✓		✓	✓	✓
CO-4	✓		✓	✓		✓		✓		✓
CO-5	✓	✓	✓	✓		✓		✓		✓
Number of matches (✓) = 34 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)										

Prepared by

Checked by

Name :Dr.A.H. Mohideen Badusha

Head of the Department

Signature :

Semester – II

Course Title	HISTORY OF TAMIL NADU 1336 A.D.-1947 A.D
Total Hrs.	90
Hrs./Week	6
Sub.Code	21PCHS22
Course Type	DSC – 6
Credits	5
Marks	100

General Objective: To understand the formation of Vijayanagar Empire, Poligar system and British rule in Tamil Nadu.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Associate the socio – political events of the later Medieval with Modern Tamil Nadu.
CO-2	Examine the history of Tamil Nadu from the rule of Nayaks to the period of freedom struggle.
CO-3	Explain the socio – political changes of Tamil Nadu and its role in the anti – colonial movements.
CO-4	Assess the Condition of Tamil Nadu under Nawabs and Marathas.
CO-5	Review on the merits and demerits of Poligar system.

UNIT I Tamil Nadu under the Nayaks

Sources – formation of Vijayanagara Kingdom – Nayak kingdoms of Madurai, Thanjavur and Senji – Administration – society – Missionaries: service to Language & Literature – Education & Religion.

UNIT II Tamil Nadu under the Nawabs and Marathas

Administration – Society – Economy – Religion – Culture – Marathas of Thanjavur Ekoji to Serfoji II – Society – Religion – Culture – Literary Movement.

UNIT III Tamil Nadu under the Poligars

Poligar system – Society – Economy – Religion – Hyder Ali and Tipu Sultan – socio – Religious Movements – St. Ramalingar Muthukutty Swamigal

UNIT IV Tamil Nadu under the British rule

Formation of the Madras Presidency (1800 – 1801 A.D)- Presidency Administration: Land Revenue: Abolition of Zamindari systems – Introduction of Ryotwari system – Educational Policy – Religious Policy – Non – Intervention – Social Policy: Abolition of Sati, Child Marriage, Widowhood , Devadasi system, Slavery – Kallar Reclamation & Depressed Classes

UNIT V Freedom struggle in Tamil Nadu

South Indian Rebellion – Vellore Mutiny – Theosophists – Home Rule Movement – Role of Congress in Tamil Nadu – The Justice Party – Gandhian Phase: Non – Cooperation & Tamil Nadu – Civil Disobedience – Quit India Movement – **Role of Press Independence of India**

Textbooks

1. Rajayyan, K. *History of Tamil Nadu*. Madurai. Ratna Publications, 1995
2. Rajayyan, K. *Tamil Nadu a Real History*. Madurai: Ratna Publications, 2005
3. Madavan Chitra, *History and Culture of Tamil Nadu*. Delhi: DK Print World, 2005
4. Sarveswaran, K. *Glimpse of Tamil Nadu History*. Madras: Sarveswaran publication 1994.

Reference Books

1. Aiyar Sathyanatha. R – *History of the Nayaks of Madura*. Delhi: Abe books, 2008
2. Rajayyan, K. *South Indian Rebellion*. Chennai: Agani Publication, 2012.
3. Sadasivan. K *Devadasi System in Medieval Tamil Nadu*. Chennai: Agani Publication, 2012.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Interpret the sources and formation of Vijayanagar Kingdom.	1	Understanding
CO-2	Sketch the economy and the Socio – Religious condition under the Marathas.	3	Applying
CO-3	Appraise the Role of Socio-Religious movements in the Second Half of the Nineteenth Century.	3	Analyzing
CO-4	Assess the British Administration and their Land Revenue Policy.	1	Evaluating
CO-5	Review on the Role of Freedom fighters in India's Freedom Struggle.	3	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
II	21PCHS22	History of Tamil Nadu 1336-1947 A.D.					90	5		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓					✓		✓		
CO-2	✓	✓	✓			✓		✓		✓
CO-3	✓		✓	✓		✓	✓	✓	✓	✓
CO-4	✓		✓	✓		✓		✓		✓
CO-5	✓		✓		✓	✓		✓	✓	✓
	Number of matches (✓) = 30 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)									

Prepared by
Name: C. ASHA
Signature:

Checked by
Head of the Department

Semester- II

Course Title	ARAB STATE AND SOCIETY - 661 A.D.-1517 A.D.
Total Hrs.	90
Hrs./Week	6
Sub.Code	21PCHS23
Course Type	DSC-7
Credits	5
Marks	100

General Objective: This course aims to introduce the political, social, economic and cultural transformations in the Arab world during the period of the Umayyad dynasty, Abbasid Caliphate, and later Abbasid kingdoms until the Ottoman conquest of Egypt with special focus on civilizational contributions of the period.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Estimate the process of politics transition under the Umayyad dynasty focusing on the policies and challenges faced by major rulers in this process.
CO-2	Examine Umayyad territorial conquest and expansions, social tensions and factional conflicts.
CO-3	Integrate the political order and social composition in the making of Abbasid power and the later Abbasid kingdoms.
CO-4	Revisit the scientific and literary progress during the Abbasid period-sometimes under the patronage of regional kingdoms and its contributions in the making of the medieval world.
CO-5	Debate on the contributions of various civilizations in the making of modern shared human legacies and achievements.

UNIT I The Umayyads

Muawiyah and the establishment of Umayyad dynasty– Nomination of Yazid: The Tragedy of Karbala – Abdul Malik and his Reforms- Al-Hajjaj as the Governor – Al Walid: Expansion of the Republic–Umar ibn Abdul Aziz: His Reforms and Popularity – Marwan II – Abbasid Propaganda and the Downfall of Umayyad Dynasty.

UNIT II State and Society under the Umayyads

The Era of Conquests and territorial Expansion: Conquest of North Africa, Iberian Peninsula, Central Asia, Sind – Nature of State – Structure of Administration – Development in the field of Language and Literature – Arts and architecture – Social Structure: Arabs, Mawalis, Dhimmis and Slaves.

UNIT III The Abbasids

Origin of Abbasids – Al Mansur and Consolidation of Abbasid Power, Foundation of Baghdad City – Harun al Rashid : Glory of Harun’s Rule, The Rise and Fall of Barmakids – Mam’um – Mu’tazila School – Bayt al Hikma – Turkish Bodyguards – Samarra – Decline of Abbasids

UNIT IV The Era of Civilization Achievements

Scientific and Literary Progress: Medicine , Philosophy , Astronomy , Mathematics , Arabic Numerals - Geography –Historiography- Theology- Jurisprudence - Literature – Education – Art and Architecture

UNIT V Later Abbasids

The Aghlabids of Ifriqiya - The Fatimids of Egypt - The Ayyubids - Abbasids under Buwayhids - Legacy of Saljuks - Egypt under Mamluks - Ottoman Conquest of Egypt.

Textbooks

1. Akbar Shah Najeebabadi. *The History of Islam- Vol.2*. Riyadh: Darussalam, 2001.
2. Ali, Kausar. *A Study of Islamic History*. New Delhi: Adam Publishers & Distributors, 2007.
3. Hitti, Philip K. *History of the Arabs: From the Earliest Times to the Present*. New York, NY: Palgrave Macmillan, 2002.

Reference Books

1. Alkateeb, Firas. *Lost Islamic History: Reclaiming Muslim Civilization from the Past*. London: C.Hurst & Co. Publishers Ltd, 2017.
2. Bennison, Amira K. *The Great Caliphs: The Golden Age of the ‘Abbasid Empire*. London: I.B. Tauris, 2011.
3. El-Hibri, Tayeb. *The Abbasid Caliphate: A History*. Cambridge & New York: Cambridge University Press, 2021.
4. Hawting, G. R. *The First Dynasty of Islam: The Umayyad Caliphate AD 661-750*. London: Routledge, 2000.
5. Hodgson, Marshall G. S. *The Venture of Islam: Conscience and History in a World Civilization. Volume 1 & 2*. Chicago: University of Chicago Press, 2010.
6. Lapidus, Ira Marvin. *A History of Islamic Societies*. Cambridge: Cambridge University Press, 2014.
7. Shaban, Muhammad Abdulhayy. *Islamic History: A New Interpretation. Volume 1 & 2*. Cambridge: Cambridge University Press, 1976.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Interpreting the process of political transitions under Umayyads and the tensions associated with it.	1	Understanding
CO-2	Articulate one of the largest political expansions in the world within a short period of time focusing on the challenges to political consolidation and social integration which resulted.	1, 2	Applying
CO-3	Critically appraise the political and social contexts in the making of Abbasid and latter Abbasid period.	1, 2, 3	Analyzing
CO-4	Review the contributions of Arabs in the field of science and culture and the intellectual environment and cosmopolitan nature paved the way for it.	1, 2, 3, 4	Evaluating
CO-5	Debate on the contributions of often neglected civilizations in the making of shared civilizational achievements of the modern world.	1, 2, 3, 4	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit				
II	21PCHS23	ARAB STATE AND SOCIETY - 661 A.D.-1517 A.D.					90	5				
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)						
	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	✓			✓	✓	✓		✓	✓	✓		
CO-2	✓	✓	✓			✓		✓				
CO-3	✓	✓	✓	✓		✓		✓	✓			
CO-4	✓		✓			✓		✓		✓		
CO-5	✓		✓	✓		✓			✓	✓		
Number of matches (✓) = 30 Relationship = Low/Medium/High												

Prepared by
Name: SAIDALI P P
Signature:

Checked by
Head of the Department

Semester – II

Course Title	NATIONAL MOVEMENT IN INDIA 1885 A.D-1947 A.D
Total Hrs.	75
Hrs./Week	5
Sub.Code	21PCHS24
Course Type	DSC -8
Credits	4
Marks	100

General Objective: Students to know about the Political and Economic conditions of Colonial India and Rise of Nationalism.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the Colonial Economy and Its Impacts.
CO-2	Examine the Birth of Indian National Congress and Swadeshi Movement.
CO-3	Estimate the Revolutionary Terrorism and Home Rule Movement.
CO-4	Appraise the Gandhian Struggle and Satyagraha Strategy.
CO-5	Assess the Indian National Movements and its impacts.

UNIT I Economic Critique to Colonialism:

Drain of Wealth – Deindustrialization – Commercialization of Agriculture – Land Relations and Agricultural Production – Ruin of Traditional Industries – Foreign capital – Ideas of Naoroji and R.C. Dutt.

UNIT II Early Phase of Indian National Congress

Indian National Congress and Moderates- Divide and Rule Policy – Partition of Bengal – Swadesi and Boycott Movement – All India Muslim League – Era of Extremism – Bengal, Punjab, Madras and Maharashtra – Repression against Extremism – Minto-Morley Reforms

UNIT III First World War and National Movement

Revolutionary Terrorism – Responses – Gadhar Party – Home Rule Movement – Lucknow pact – Montague – Chelmsford Reforms

UNIT IV Era of Mass Nationalism

M.K. Gandhi – Champaran, Kheda and Ahmedabad Satyagraha – Rowlatt Act – JallianWala bagh – Khilafat Issue – Non-co-operation Movement – ChauriChaura incident – Swarajist Politics – Revolutionary Activities – Bhagat Singh & Uttamsingh

UNIT V Towards Freedom:

Civil Disobedience Movement – Round table Conferences – Poona Pact – Government of India Act 1935 – Demand for Pakistan – Cripps Mission – Quit India Movement – Subhash Chandra Bose and INA – Cabinet Mission – Mountbatten Plan – Indian Independence Act of 1947.

Textbooks:

1. Chandra Bipan, *India's Struggle for Independence*. Delhi: Penguin, 2016.
2. Mahajan.V.D. *India Since 1526*. Delhi: Chand Publication, 2001.
3. Grover.B.L S.Grover, *A new look at Modern Indian History*. Delhi S.Chand & Company limited, 2018.
4. Agarwal R.C. *constitutional Development and National Movement of India*. New Delhi: S.Chand & Co., 2005.

Reference Books:

1. Sarkar Sumit, *Modern India*. Delhi: Pearson Education India, 2014.
2. Guha Ramachandra, *Gandhi the years that changed the world*. Delhi: Penguin, 2018.
3. Bardyopadhyayay Sekhar, *From Plassey to Partition and After*. Hyderabad: Orient Blackswan, 2020.
4. Sitaramayya Pattabhi, *History of India National Congress*. Delhi: Facsimile, 2016

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Summarize the economic policy of Colonial British and its impacts.	1	Understanding
CO-2	Examine the Birth of Indian National Congress, Swadeshi, and Boycott Movement.	3	Understanding
CO-3	Illustrate the growth of Revolutionary Terrorism and impacts of Home Rule Movement.	3	Applying
CO-4	Attribute the Gandhian Satyagraha and Revolutionary activities.	3	Analyzing
CO-5	Assess the role of Subash Chandra Bose and INA in Indian Freedom Struggle.	1	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit				
II	21PCHS24	NATIONAL MOVEMENT IN INDIA 1885 A.D-1947 A.D					75	04				
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)						
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	✓	-	-	-	-	✓	-	-	-	-		
CO-2	✓	✓	✓	-	-	✓	-	-	-	-		
CO-3	✓	✓	✓	✓	-	✓	-	✓	✓	✓		
CO-4	✓	✓	✓	✓	-	✓	✓	✓	✓	✓		
CO-5	✓	✓	✓	✓	-	✓	✓	-	✓	✓		
Number of matches (✓) = 31 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)												

Prepared by
 Name: M.SAHUL HAMEED
 Signature:

Checked by
 Head of the Department

Semester – II

Course Title	ARCHIVES KEEPING
Total Hrs.	60
Hrs./Week	4
Sub. Code	21PEHS21A
Course Type	DSE-2
Credits	3
Marks	100

General Objective: Students to know about the uses of archives, how to preserve records and the important archives in India.

Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Summarize the evolution of the several recordkeeping professions and its diverse relationships with allied disciplines.
CO-2	Integrate the development of theories of the identification and management of records and recordkeeping systems.
CO-3	Illustrate the importance of archival records in the study of Indian History.
CO-4	Assess the methods of preservation and interpretation of records.
CO-5	Reviewing the role of Archives in the Historical study.

UNIT I Introduction to Archives:

Definition of Archives - Characteristics of Archives – Uses of Archives - Archives and Allied Institutions: Museum, Library, Art Gallery

UNIT II History of Archives:

France and Britain – Origin and Development of Archives in India – Physical Forms of Archives including Clay Tablets, Stone Inscriptions, Metal Plates, Palm Leaf to Paper Records – Seals, Photographs, Cartographic Records, Film., Video Tapes, Sound Records, Machine Readable Records and other Electronic Records

UNIT III Creation of Archives:

Organization of Archives – Administration of Archives – Accession of Archives – Rule and Regulations for Access in India and other Countries

UNIT IV Important Archives in India:

National Archives of India- Nehru Memorial Library -Tamil Nadu State Archives – Kerala State Archives -Private Archives: Roja Muttiah Research Library.

UNIT V Preservation of Archives:

Preventive Measures – Protective Measures Lamination-Fumigation Chiffon Cloth Method– Up keeping of Old Records – Relationship between Research Scholars and Archives.

Text Books:

1. Kumaraswamy, A. *Archives Keeping*. Nagercoil: Nalini Publications, 2003.
2. Bettington, Jackie. *Keeping Archives*. Canberra: Australian Society of Archivists, 2008.
3. O'Toole, James M, and Richard J. Cox. *Understanding Archives & Manuscripts*. Chicago: Society of American Archivists, 2006.
4. Ritzenthaler, Mary L. *Preserving Archives & Manuscripts*. Chicago: Society of American Archivists, 2010.

Reference Books:

1. Ellis, Judith. *Keeping Archives - 2nd Ed*. Port Melbourne, Vic: D W Thorpe, 1993.
2. Ramsey, Alexis E. *Working in the Archives: Practical Research Methods for Rhetoric and Composition*. Carbondale: Southern Illinois University Press, 2010.
3. Bartlett, Richard. *Remarks and Documents Relating to the Preservation and Keeping of the Public Archives*. Concord: Printed by A. McFarland, 1969.
4. Pederson, Ann E. *Keeping Archives*. Sydney: Australian Soc. of Archivists Inc., 1987.

Course Outcomes

CO No.	Upon completion of this course, students will be able to	PSO addressed	Cognitive Level
CO-1	Estimate the role of Achieves, Museum, and Art gallery in the historical studies.	1	Understanding
CO-2	Execute resources for historical writings.	2	Applying
CO-3	Categorize state, National public and private archives.	3	Analysing
CO-4	Assess various types of sources for historical writings in different times.	4	Evaluating
CO-5	Collaborate with archives in preserving and keeping records.	5	Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit				
II	21PEHS21A	ARCHIVES KEEPING					60	3				
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)						
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PS O1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	✓	✓	-	-	-	✓	-	-	-	✓		
CO-2	✓	-	-	✓	-	✓	-	-	-	✓		
CO-3	✓	✓	-	✓	✓	✓	✓	-	-	✓		
CO-4	✓	-	-	✓	✓	✓	✓	-	-	✓		
CO-5	✓	✓	-	✓	✓	✓	-	-	-	✓		
Number of matches (✓) =27 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)												

Prepared by

Checked by

Name : C.K.SHAMLI

Head of the Department

Signature :

Semester – II

Course Title	HISTORY AND FOLKLORE
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS21B
Course Type	DSE- II
Credits	3
Marks	100

General Objective:

To familiarize the students the scope of folklore studies in the Historical narratives.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the Folklore studies as a discipline
CO-2	Examine the scope of Folklore in Historical writings.
CO-3	Explain the theories of Folklore
CO-4	Analyse the origin of myths and legends
CO-5	Estimate various forms of Folk traditions with special reference to Tamil Nadu.

Unit I **Introducing Folklore:**

Meaning- Definitions- Changing range and Scope of the Discipline- Relationship with Anthropology and Literature.

Unit II **From Antiquarianism to Folk-Lore:**

Antiquarianism-Romantic movement- Popular antiquities- Popular literature- Industrial revolution and Folklore- Collection effort.

Unit II Folk Literature and Art:

Folk Poetry and Folk Songs- Oral traditions- Myths and Legends- Quasi- Histories- Proverbs- Riddles- Dramas.

Unit IV Approaches to Folklore

Formalist: Radlov, Jan Vancina and Propp- Structuralists-Levi-Strauss- Post-Structural: Roland Barthes, Jacques Derrida

Unit V Folklore of Tamil Nadu

Myths and Mythology-Customs and Tradition- Fairs and Festivals- Oral Literature- Tamil Folk songs and dance- Folk Drama and Entertainments.

Textbooks:

1. B, Toelken.1996.*The Dynamics of Folklore*. Utah: State University Press.
2. Dorson, Richard M (ed). 1980. *Folklore and Folk life: An Introduction*. Chicago: University of Chicago Press.
3. Clarke Kenneth and Clarke Marry, *Introducing Folklore*, New York 1963

Reference Books:

1. Richard M. Dorson(Ed) *Folk lore and Folk Life: An introduction* , Chicago, 1972
2. Sankar Sen Gupta, *Studies in Indian Folklore*, Culcutta, !862
3. Comale,*Folklore of Tamil Nadu*,National Book trust India, 2008.
4. Levi-Strauss, *The Raw and the Cooked*, New York, 1970
5. Levi-Strauss, *The Origin of Table Manners*, New York, !978

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understanding the Nature and Scope of Folklore Studies.	1	Understanding
CO-2	Analyse the inter-connection between History and Folk tradition.	3	Analysing
CO-3	Evaluate various approaches to Folklore.	3	Analysing
CO-4	Understanding various forms of Folk Literature and Art.	1	Understanding
CO-5	Estimate the use of Folk traditions in History writing.	3	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credit						
II	21PEHS21B	History and Folklore	60	3						
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO1	PLO2	PLO3	PLO4	PLO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	✓		✓	✓	✓	✓		✓		
CO-2	✓		✓	✓		✓		✓		
CO-3	✓		✓	✓	✓	✓		✓	✓	
CO-4	✓		✓	✓		✓		✓		
CO-5	✓		✓	✓		✓		✓		
Number of matches (✓) =28 Relationship = Medium Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)										

Prepared by

Checked by

Name : E.S.AFSAL

Head of the Department

Signature :

Semester – II

Course Title	Film Studies
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS21C
Course Type	DSE- II
Credits	3
Marks	100

General Objective:

To know about the origin of cinema and its impact in the Society

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the Relationship between films and Society
CO-2	Estimate the Narrative and Non Narrative films
CO-3	Assess the Third World Cinema
CO-4	Debate on the Hero Worship and Fan clubs
CO-5	Assess the Role of Great Indian and International filmmakers

Unit – I The origin of Cinema

Cinema as an institution -the origin of cinema - Film review – Appreciation - Criticism. Definitions - Qualities of film critic - Responsibilities of a film critic- Film and society- Film and politics. Shaping society - Film as an experience, Environment, commodity and Communication media.

Unit – II Approaches to studying film

Narrative and Non narrative films- Structure of a narrative film- Cinematic codes. Mise-en-scene- Setting- Props- Costume- Performance and movement- Lighting- Camera and camera movement- Editing and sound.

Unit – III Third world cinema

Genre, star and auteur. French new wave- Neo Realism-German Expressionism- Third world cinema- Political cinema- Representation of gender and sexuality- Soviet montage cinema.

Unit – IV Film Audience

Audience Positioning-Audience as the meaning makers- Hero worship- Fan clubs-Problematising the film audience

Unit – V Great Film makers

Study of Great Indian and International filmmakers like Satyajit Ray, Fellini Akira kurusowa, Ingmar Bergman, Roman Polanski, Sergei Eisenstein Abbas kiarostomi, Mrinalsen and M.T. Vasudevan Nair.

Text Books

1. *The Cinema of Satyajit Ray between tradition and modernity*. Darius Cooper, Cambridge university Press, 2000
2. Aruna Vasudeva, (1986) "The New Indian Cinema", Macmillan Publishers, Delhi
3. (2000). "Oxford Guide to world Cinema", Oxford University, London

Reference Books

1. Turner, Graeme. (1993) "Film as social practice", Routledge, London
2. Monaco, James. (2001) "How to read a film", Routledge, London,
3. Nelmes, Jill. (1996) "An Introduction to film studies", Routledge, London,

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand the Relationship between film and Politics	1	Understanding
CO-2	Relate the Editing and Sound	2	Understanding
CO-3	Examine the Political Cinema	3	Analyzing
CO-4	Debate on the Problematizing the Film Audience	3	Analyzing
CO-5	Assess the Great Indian and International Film makers	5	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit				
II	21PEHS21C	Film Studies					60	3				
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	✓			-	-	✓		✓	-			
CO-2	✓	✓	✓	-	✓	✓	✓	✓	-	✓		
CO-3	✓		✓	✓		✓		✓	-	✓		
CO-4	✓	✓	✓	✓	✓	✓			✓			
CO-5	✓	-		✓	✓	✓		✓	✓	✓		
	Number of matches (✓) =31 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)											

Prepared by

Checked by

Name :Prof.M. Sahul Hameed

Head of the Department

Signature :

Semester – III

Course Title	HISTORY OF INDIA 1526- 1757 A. D
Total Hrs.	90
Hrs./Week	6
Sub.Code	21PCHS31
Course Type	DSC- 9
Credits	5
Marks	100

General Objective: Students to know about the foundation of the Mughal Empire and the rise of Marathas, Sikhs and arrival of European companies in India.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Interpret the significant episodes in the Mughal period in Indian History.
CO-2	Examine the life and culture in the Mughal period.
CO-3	Explain the Political supremacy of British East India company.
CO-4	Appraise Art and Architecture of Mughal period.
CO-5	Criticize Robert Clive's reforms.

UNIT I Introduction to Mughal rulers:

Sources of Mughal History - India on the eve of Babur's Invasion - Babur's Conquests - Humayun. His Plight and Return - Sher Shah, His Administration, His Successors - Akbar, Din-I-Illahi - Jahangir - Nourjahan junta - Shah Jahan - Aurangzeb - Later Mughals - Fall of the Mughals

UNIT II Mughal Administration:

Agrarian Policy - Raja Todar Mal's Reforms - Military Administration - Trade and Commerce and economic condition of the Mughals - Deccan Policy of the Mughals - General Religious Policy under Mughals.

UNIT III Cultural contributions of Mughal Period:

Art and Architecture, Painting, Music, Literature - Foreigners in Mughal Court & Their Writings - Court Historians- Sufism and Bhakti Movement.

UNIT IV Rise of Marathas:

Marathas: Rise of Marathas - Shivaji and His Successors - Maratha - Mughal Relation - Marathas under Peshwas: Balaji Viswanath and His Successors - - Rise of Sikhs - The Gurus and Their Teachings – Adi Granth - Their Relations with the Mughals - Sikh Khalsa - Golden Temple

UNIT V Advent of the Europeans:

Their Trading Settlements - Anglo-French Conflicts for Supremacy - The Carnatic Wars - Establishment of British Supremacy in Bengal - Battle of Plassey - Dupleix, Robert Clive.

Textbooks:

1. Alam, Muzaffar and Sanjay Subrahmanyam. Eds. *The Mughal State, 1526-1750*. New Delhi: Oxford University Press, 2002.
2. Chandra, Satish. *Medieval India: From Sultanat to the Mughals Part - II*. Delhi: Har-Anand Publications, 2005.
3. Athar Ali, M. *Mughal India: Studies in Polity, Ideas, Society, and Culture*. New Delhi: Oxford University Press, 2008.

Reference Books:

1. Asher, Catherine B. *Architecture of Mughal India*. The New Cambridge History of India, I, 4. Cambridge : Cambridge University Press, 1992.
2. Chandra, Satish. *Mughal Religious Policies, the Rajputs and the Deccan*. New Delhi: Vikas Publishing House Pvt. Ltd, 1993.
3. Gordon, Stewart. *The Marathas 1600–1818*. Cambridge: Cambridge University Press, 2007.
4. Habib, Irfan. *Agrarian System of Mughal India (1556-1707)*. New Delhi: Oxford University Press, 1999.
5. Mukhia, Harbans. *The Mughals of India*. Malden: Blackwell Publishing, 2004.
6. Raychaudhari, Tapan and Irfan Habib. Ed. *Cambridge Economic History of India (1200-1750)*. Cambridge: Cambridge University Press, 1982.
7. Richards, John F. *The Mughal Empire*. The New Cambridge History of India, I, 5. Cambridge: Cambridge University Press, 1993.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Categorize the causes for the fall of Mughal Empire.	1	Understanding
CO-2	Examine the socio-economic and religious condition in Mughal period.	3	Applying
CO-3	Attribute Sufism and Bhakti movements in India.	4	Analysing
CO-4	Debate on the rise of Sikhs and their relationship with Mughals.	1	Evaluating
CO-5	Assess the British Supremacy in India.	1	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit			
III	21PCHS31	HISTORY OF INDIA 1526-1757 A. D					90	05			
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)					
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	✓	-	-	-	-	✓	-	-	-	-	
CO-2	✓	-	✓	✓	-	✓	-	✓	✓	✓	
CO-3	✓	-	✓	✓	✓	✓	-	✓	✓	-	
CO-4	✓	-	✓	✓	-	✓	✓	✓	✓	-	
CO-5	✓	✓	✓	✓	✓	✓	✓	-	-	✓	
Number of matches (✓) = 31 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)											

Prepared by
 Name :Dr.A.H. Mohideen Badshah
 Signature :

Checked by
 Head of the Department

Semester – III

Course Title	Dravidian Movement up to 2000 A.D.
Total Hrs.	90
Hrs./Week	6
Sub. Code	21PCHS32
Course Type	DSC – 10
Credits	5
Marks	100

General Objective: To understand the emergence of Dravidian Movement and Social Justice.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Comment on the Genesis of Dravidian Ideology.
CO-2	Examine the emergence of the Justice Party and their Leaders' contributions to Social Justice.
CO-3	Appraise the Role of Periyar in the Making of Modern Tamil Nadu.
CO-4	Asses the formation of DMK and their ideas, cultural politics and State Autonomy.
CO-5	Debate the emergence of AIADMK and their Welfare Schemes.

UNIT I Genesis of Dravidian Movement:

Genesis of the Movement - Western Liberal Ideas and Education - Missionary Service - Awakening of Linguistic, Historical and Cultural Avenues - Services of Historical and Cultural Societies (Rediscovery of Tamil and Its Impact) - Bishop Dr. Robert Caldwell and Prof. P. Sundaram Pillai - St. Ramalingar - Political Associations and Organisations - Role of the Press - British Civil Servants and Educators - The Pure-Tamil Movement - MaraimalaiAdigal - DevaneyaPavanar-Founding of Adi-DravidaMahajana Sabha; AyothidasaPandithar

UNIT II Emergence of Justice Party:

The Justice Party: Its Formative Period – Natesa Mudaliar - Dravidian Home - Brahman - Non-Brahmin Issue - South Indian Liberal Federation - The Justice Manifesto - Pitti Theagaraya Chetty and Dr. T.M. Nair -

Confrontation with the Home Rulers - Diarchy and General Elections - The Propaganda Machinery.

The Party in Power: Socio-Religious Measures - Educational - Economic Services - Linguistic - Medical - Health care Activities - Relation with the British - Congress and other Activities - Failure of the Party.

UNIT III Periyar and Self Respect Movement:

Self-Respect Movement Thanthai Periyar: A Congress Propagandist - Progressive Acts - "The Great Blow" - Cheranmahadevi Gurukulam - Vaikom Satyagraha - Periyar's Metamorphosis - The DK Movement - Press - Conferences - Attack on Caste and Hindu Scriptures - Rationalist Thoughts - Self-Respect Marriage - Anti-Hindi Agitation - Rationalist Propaganda - Support to 'Patchai-Tamilan' - The Issue of Maniammai Marriage - Split in the DK.

UNIT IV Rise of DMK:

Formation of the DMK - Annadurai's Charisma -Anti-Hindi Agitation - Failure of the Congress Government - DMK in Power - Change of the name from Madras to Tamil Nadu-Succession Crisis-Karunanithi as Chief Minister-Welfare Scheme-Abolition of Cycle Rickshaw - Kannoli Scheme - Tamil Language & Literature - Tamil Culture: World Tamil Conferences - ValluvarKottam - Centre State relation -Demand for State Autonomy.

UNIT V Formation of AIADMK:

Rise of AIADMK - AIADMK in Power -MGR as Chief Minister -Creation of New Districts and Universities -Nutritious Noon Meal Scheme - Educational Reforms- World Tamil Conference (Madurai) -- Centre-State Relations -Death of MGR and Emergence of Jayalalitha- Jayalalitha in Power -Return of Karunanithi and his Administration.

Textbooks:

1. Rajayyan,K. *History of Tamil Nadu a real History* .Madurai:Rathna Publishers,2005.
2. Kumar,Muthu,R.*DravidaIyakkaVaralaru*.Chennai:Kizhakku Publication,2011.
3. Chidambaranar,Sami.*Thamizhar Thalaivar*, Chennai:Pudumaipithan Publication, 2008.
4. Narayan, *The Dravidian years, Politics and welfare in Tamilnadu*. Delhi:Oxford Press, 2008.

Reference Books

1. Pandiyan,M.S.S.*Brahmin-NonBrahmin*.Delhi:PermanentBlack,2007
2. Arooran,Nambi. *Tamil Renaissance and Dravidian Nationalism*. Madurai: Koodal Publishers, 1980.
3. Adhiyamaan.Cheranmahadevi *Gurukulam Porattam*. Nagercoil: Kalasuvadu, 2016.
4. Kannan R. *The life and Times of C.N. Annadurai*, Delhi: Penguin, Delhi, 2017.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Summarize the emergence of Socio-political and Linguistic Associations in the early 20 th Century.	1	Understanding
CO-2	Examine the Socio-political ideologies of the Justice Party for educational and health developments.	3	Applying
CO-3	Estimate the impacts of Periyar's Self-Respect Movement and Dravidar Kazhaham.	4	Analysing
CO-4	Comment on the formation of DMK and its policies and welfare schemes in Tamil Nadu.	3	Evaluating
CO-5	Measure the role of AIADMK's policies and Welfare Schemes.	3	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit				
III	21PCHS32	Dravidian Movement up to 2000 A.D.					90	5				
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)						
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	✓	-	✓	✓	-	✓	-	-	✓	-		
CO-2	✓	-	✓	-	-	✓	-	✓	✓	-		
CO-3	✓	✓	✓	✓	-	✓	✓	✓	✓	✓		
CO-4	✓	✓	✓	✓	-	✓	✓	✓	-	-		
CO-5	✓	✓	✓	✓	-	✓	✓	✓	-	-		
Number of matches (✓) = 33 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)												

Prepared by

Checked by

Name : M. Sahul Hameed

Head of the Department

Signature :

Semester – III

Course Title	HISTORY OF MODERN WEST ASIA
Total Hrs.	90
Hrs./Week	06
Sub.Code	21PCHS33
Course Type	DSC-11
Credits	05
Marks	100

General Objective:

To give a detailed understanding on the dynamics of Socio-Economic and Political history of Modern West Asia.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Relate the ethnic groups of Arabs, Turks, Persian and Jews.
CO-2	Examine the Islamic resurgence movements and pan Islamic leaders.
CO-3	Explain the conflict between Palestine and Israel.
CO-4	Comment on the Political Developments and Crisis in West Asia.
CO-5	Debate on various economic developments in West Asia and its impacts on Global economy.

Unit I Geographical and Social Features

Nomenclature -Middle East – West Asia: Geography- Resources- Ethnic Groups and Languages: Arabs, Persian, Turks, Kurds, Jews and Christians -Religious sects: Sunni, Shia.

Unit II Islamic Resurgence and Arab Nationalism

Islamic resurgence Movements: Wahabi Movement Jamaluddin Afghani: Pan Islamic Movement - Rashid Ridha- Mohammed Abdu- Arab Nationalism: Gamal Abdul Nazar Arab Socialism- Ba'athism

Unit III Arab-Israel Conflict

Zionism: Balfour Declaration – Response of Palestine – Jewish Agency - First World war and Imperialist encroachment to West Asia- Emigration of Jews into Palestine- Partition of Palestine- Arab- Israel Wars-Suez Canal Crisis- Al-Fatah- Yasar Arafat and PLO- Hamas and Intifada.

Unit IV Political Developments and Crisis

Turkey and the question of Khalifat - Young Turk Movement- Musthafa Kamal Pasha and his reforms: Kamalism- Development of Islamist Movements: Muslim Brotherhood and Hasan-al-Banna- Iran-Iraq War- Gulf Wars -Occupations of Kuwait by Iraq- Intervention of US in West Asia- Fall of Saddam Hussain.

Unit V Economic Development and Revolutions:

Causes and Development of Petroleum Politics- Nationalization of Oil Companies- Formation OAPEC- Islamic Revolution of Iran

Textbooks:

1. Fisher,S.N. *Middle East: A History*. Boston: McGraw-Hill, 2011.
2. Sharabi,Hisham. *Nationalism and Revolution in the Arab World*, New York: Van Nostrand Reinhold, 1976.
3. Pappé,Ilan. *A History of Modern Palestine: One Land,Two Peoples*. Cambridge: Cambridge University Press,2004.
4. Niblock,Tim. *Social and Economic Development in the Arab Gulf*. London: Taylor & Francis, 2015.
5. Mansfield, Peter. *A History of the Middle East*. London: Penguin Books, 2013.

Reference Books:

1. Monshipouri, Mahmood. *Middle East Politics: Changing Dynamics*. London: Taylor & Francis, 2019.
2. Cobban, H. *Palestine Liberation Organisation*. Cambridge: Cambridge University Press, 1984.
3. Sachar, Howard, M. *A History of Israel: From The Rise of Zionism to our Time*. USA: Alfred A. Knopf, 1996.
4. Abir, Mordechai. *Oil, Power and Politics: Conflict in Arabia, The Red Sea and the Gulf*. London: Frank Cass, 1974.
5. Bayat, Asef. *Revolution without Revolutionaries: Making Sense of Arab Spring*, California: Stanford University Press, 2017.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Interpret the dynamics of Politics in West Asia during the 20th and 21 st Century.	1	Understanding
CO-2	Judge the role of religious ideologies in the formation of Modern Nation-States in West Asia.	3	Applying
CO-3	Correlate conflicts in the name of Nationalism in West Asia.	3	Analysing
CO-4	Debate on the Geopolitical perspective of West Asian History.	1	Evaluating
CO-5	Review the influence of Socio-Economic and Political factors of Modern West Asian history in Contemporary international relations.	3	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit				
III	21PCHS33	HISTORY OF MODERN WEST ASIA					60	05				
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)						
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5		
CO-1	✓		✓	✓	✓	✓		✓				
CO-2	✓		✓	✓		✓		✓				
CO-3	✓	✓	✓	✓	✓	✓		✓	✓			
CO-4	✓	✓	✓	✓		✓	✓	✓	✓	✓		
CO-5	✓	✓	✓	✓		✓	✓	✓	✓	✓		
	Number of matches (✓) =34 Relationship = Medium Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)											

Prepared by

Checked by

Name : E.S.AFSAL

Head of the Department

Signature :

Semester – III

Course Title	HISTORICAL METHODS AND RESEARCH METHODOLOGY
Total Hrs.	75
Hrs./Week	5
Sub.Code	21PCHS34
Course Type	DSC 12
Credits	4
Marks	100

General Objective: The main aim of the Research Methodology program is to educate the students on the sources of Indian history, the methods, and the organization of research work and the presentation of thesis.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Tag the importance of Sources of Historical Research.
CO-2	Examine the basic knowledge on the ideas and practices of research methodology in the discipline of History.
CO-3	Articulate the Interdisciplinary approaches of History.
CO-4	Assess organization of research work.
CO-5	Experiment how to write a Research Thesis.

Unit I: Sources of History:

Historical Evidence - Archeological Evidences -Physical Remains Traditions - Written Accounts - Legends and Ballads - Literary Evidences - Sources of Ancient History - Medieval and Modern History.

Unit II: Historical Methods:

Techniques and Methods - Forms and Types - Selection of Problems - Requirements for thesis - Hypothesis.

Unit III: Research Design:

Research proposal requisites for investigation - Bibliographic Method - Recording evidences - Card File – Criticism: External and Internal Criticism.

Unit IV: Organization of Research work:

Fact and Synthesis - Interpretation and Reasoning - Emphasis - Exposition and Style - Quotations - Statistical Methods - Objectivity and Subjectivity.

Unit V: Presentation of Thesis:

Order of presentation - Footnotes - Abbreviation - Glossary - Dates and Figures - Bibliography - Appendices.

Textbooks

1. Subramanian.N. *Historiography*, Madras: *Tamilnadu Textbook Society*. 1979.
2. Rajayyan, K.*History in Theory and Method*. Madurai: Sangam Printers,1997.
3. Sreedharan, E. *A Textbook of Historiography 500 BC To AD 2000*. Delhi: Orient Longman,2004.

Reference Books

1. Carr, E.H.*What is History?* London: Penguin Books,1961.
2. John Webster. *Studying History*. London: Primus Book, 2019.
3. Jeyapalan, N.*Historiography*. Delhi: Atlantic Publishers,1999.
4. Sheik Ali, B.*History in Theory and Method*. New Delhi: Macmillan,1978

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Group the source of ancient, medieval and modern history.	1	Understanding
CO-2	Categorize techniques and methods for writing a thesis.	2	Understanding
CO-3	Distinguishing the requisites for investigation.	3	Analysing
CO-4	Review the facts in a research work.	4	Evaluating
CO-5	Measure the order of presentation.	5	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
III	21PCHS34	HISTORICAL METHODS AND RESEARCH METHODOLOGY					75	3		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓		✓		✓	✓		✓		✓
CO-2	✓	✓	✓		✓	✓	✓			✓
CO-3	✓	✓	✓		✓	✓	✓			✓
CO-4	✓				✓	✓				✓
CO-5	✓				✓	✓				✓
	Number of matches (✓) = 28 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)									

Prepared by

Checked by

Name : J.Jemi Merlin Rani

Head of the Department

Signature :

Semester – III

Course Title	MUSEOLOGY
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS31A
Course Type	DSE-3
Credits	3
Marks	100

General Objective: The mission of the Museum Studies Program is to educate students about the history of museums, various aspects of museum work to include Administration, Collection Management, Exhibition Development, Education Community Development, etc.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the fundamental concepts of Museology.
CO-2	Examine the functions of Museums.
CO-3	Assess the preservation process in Museums.
CO-4	Debate on prominent Museums in India and Tamil Nadu.
CO-5	Review the values and issues relating to Museums.

UNIT I History of Museum:

Definition – Objectives – History of Museum – Museum Architecture & Buildings

UNIT II Kinds of Museums:

Kinds of Museum – Classification – National – Regional – State – District – Site – Private Museums

UNIT III Functions of Museum:

Functions of Museum – Storage – Conservation – Preservation Techniques – Education-Seminars and Conference – Research Method of Collection – Classification & Documentation – Display Techniques

UNIT IV Protective Measures:

Museum – Administration – Security – Museum Library – Legislative measure – Reproduction of Museum objects- Museum values and issues- Treasure Trove Act- Acts.

UNIT V Prominent Museums:

Museum related organizations – International – Indian Museums in the Promotion of Tourism – Study of Select Museums in India – National Museum Delhi – Indian Museum Kolkata -Government Museum, Chennai, Salarjung Museum in Hyderabad – Gandhi Museum, Madurai- Keezhadi Museum, Konthagai -Tirunelveli Government Museum.

Internship Training Program

5 hours Visit to the Local Museum and Report Writing.

Textbooks:

1. Jayaraj, V. *Museology Heritage Management*. Chennai:Seawaves Printers , 2005.
2. Nigam, M.L. *Fundamentals of Museology*. Hyderabad:Deva Publication, 1985.
3. Satyamurthy, S.T. *Handbook of museum Techniques*. Chennai: Government Museum,1998.

REFERENCES:

1. Morley,Grace.(Ed) *The Museum and its functions*. Lahore: Lahore Museum,1981.
2. Sethuraman, G. *Museology; Museum and Techniques*.Madurai:Sastha Publications,1996.
3. J. Smifa , J. Baxi & Vinod P. Dwivedi, *Museum Storage, Modern Museums*, New Delhi;V.P. Abhinav Publications,1985.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Comment on the role of Museum in Historical studies.	1	Understanding
CO-2	Categorize the works and functions of regional and National level Museums.	5	Understanding
CO-3	Determine the conservation and preservation techniques adopted in Museums.	1	Applying
CO-4	Appraise the values and issues encountered in Museum keeping.	5	Analysing
CO-5	Experiment the practical knowledge through the internship training programmes.	5	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit			
III	21PEHS31A	Museology					4	3			
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)					
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	✓	-	-	-	-	✓	-	-	-	✓	
CO-2	✓	-	-	✓	✓	✓	✓	-	-	✓	
CO-3	✓	✓	-	✓	✓	✓	✓	-	-	✓	
CO-4	✓	✓	-	✓	✓	✓	✓	-	-	✓	
CO-5	✓	✓	-	✓	✓	✓	✓	-	-	✓	
Number of matches (✓) = 30 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)											

Prepared by
Name : Dr.A.Abdul Azeez
Signature :

Checked by
Head of the Department

Semester – III

Course Title	Heritage Studies
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS31B
Course Type	DSE- III
Credits	3
Marks	100

General Objective: Enables students to understand the Heritage and various methods to conserve the Heritage.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the concepts of Heritage
CO-2	Integrate History and Heritage studies
CO-3	Analyse various threats to the Heritage.
CO-4	Evaluate various methods to protect historical and cultural monuments.
CO-5	Assess the complex character of the Heritage

UNIT I Understanding Heritage

Meaning of Heritage and antiquity- Archaeological sites- Tangible Heritage and Intangible Heritage- Cultural Heritage.

UNIT II Heritage Legislations

Conventions and Acts: National and International- Institutions for Heritage Protection: Government departments, Museums, etc- Conservation initiations.

UNIT III Challenges to Heritage

Developmental activities- Antiquity smuggling- Disputes over Heritage

UNIT IV Heritage and Travel

Heritage Sites in India- The relationship between Cultural Heritage, Environment, Landscape and Travel- Recent trends.

UNIT V Field Visit

Visit of a Heritage site- Field visit report.

REFERENCE BOOKS:

1. Lowenthal, D. (2010). Possessed By The Past: The Heritage Crusade and The Spoils of History. Cambridge: Cambridge University Press.
2. Biswas, S.S. (1999). Protecting the Cultural Heritage (National Legislation and International Conventions). New Delhi: INTACH,
3. Layton, R.P. Stone and J. Thomas. (2001). Destruction and Conservation of Cultural Property. London: Routledge.
4. Agrawal, O.P. (2006). Essentials of Conservation and Museology. Delhi: MotilalBanarsidas.
5. Chainani, S. (2007). Heritage and Environment. Mumbai: Urban Design Research Institute.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Describe the concept of Heritage	1	understanding
CO-2	Relate History and Heritage	3	Applying
CO-3	Analyse the historical processes which result into the making of heritage.	3	Analysing
CO-4	Evaluate the significance of cultural diversity in the creation of heritage.	4	Evaluating
CO-5	Develop Heritage as a medium to generate revenue	6	Creating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit			
III	21PEHS31B	Heritage Studies					4	3			
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)					
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	
CO-1	✓	✓				✓	✓	✓			
CO-2	✓	✓		✓		✓	✓				
CO-3	✓	✓	✓		✓	✓	✓	✓	✓		
CO-4	✓	✓	✓	✓		✓	✓	✓	✓		
CO-5	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Number of matches (✓) =36 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)											

Prepared by

Checked by

Name :E.S.AFSAL

Head of the Department

Signature :

Semester – III

Course Title	HISTORY OF SCIENCE AND TECHNOLOGY
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS31C
Course Type	DSE -III
Credits	3
Marks	100

General Objective:

To enable the student to critically examine various advancement in science and technology

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the role of various scientists.
CO-2	Display the role of industrial revolution and the development of transport & communication.
CO-3	Explain the progress in biology.
CO-4	Asses the nuclear space research and its development.
CO-5	Debate on the conventional and non-conventional energies.

UNIT I Age of Renaissance

Impact of Renaissance on Science and Technology – Copernicus Kepler, Galileo – Torricelli –Rene Descartes –Immanuel Kant – Issac Newton –Francis Bacon.

UNIT II Industrial revolution

Industrial revolution –Industrialization in Cotton, Mining and Metallurgy Agrarian Revolution – Transportation and Communication-Discoveries of Henry Cavendish, Joseph Priestley, Lavoisier.

UNIT III Progress in Biology

Progress in Biology – Charles Darwin – Progress in Physics and Mathematics – Michael Faraday – James Clark Maxwell – Progress in Chemistry John Dalton – Mendeleefe – Louis Pasteur - Alfred Nobel-Rontgen And Xray – Mary Curie and Radium – Radio and Marconi.

UNIT IV Nuclear Space Research

Nuclear Space Research –Newtonian Impact –Meteorological studies, Space shuttles, Satellites and Rockets –Air Warfare – Thermo Nuclear Warfare – Ballistic Missiles.

UNIT V Energies

Energy – Conventional and non – conventional – Electronics and communication Revolution – Computer – Civil Aviation and surface Transport – Blue, White and Green Revolutions.

REFERENCEBOOKS :

1. S.Vargeese Jeyaraj, History of Science & Technology, Anns Publications, Uthamapalayam, 1997.
2. Venkatraman.R, History of Science & Technology, Ennes Publications, New Delhi, 1988.
3. Charles Singer, E.J.Holmyard&A.R.Hall, A History of Technology, Oxford University Press,Delhi,1954
4. Charles Van Doren, A History of Knowledge, Ballantine Books,1992.

TEXT BOOKS :

1. James E. McClellan and Harold Dorn, John Hopkins University Press,2006.
2. A.Wolf, A History of Science, Technology and Philosophy in the Eighteenth Century, George Allen & Unwin,1938.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand the impact of renaissance on science & technology.	1	Understanding
CO-2	Examine the industrial revolution and its impact.	2	Applying
CO-3	Estimate the Charles Darwin theory and John Dalton theory.	3	Analysing
CO-4	Explain the meteorological studies and its development.	2	Analysing
CO-5	Asses the Green, White and Blue revolution.	5	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
III	21PEHS31C	HISTORY OF SCIENCE AND TECHNOLOGY					60	03		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO1	PLO2	PLO3	PLO4	PLO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	✓					✓	✓			
CO-2	✓	✓	✓		✓	✓	✓			
CO-3	✓	✓			✓	✓	✓		✓	✓
CO-4	✓	✓		✓		✓			✓	✓
CO-5	✓	✓	✓	✓	✓	✓	✓		✓	
	Number of matches (✓) =30 Relationship = Medium Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)									

Prepared by

Checked by

Name :J.JEMI MERLIN RANI

Head of the Department

Signature :

Semester – III

Course Title	INDIAN HISTORY FOR COMPETITIVE EXAMINATION FROM 1707 TO 1947 A.D.
Total Hrs.	30
Hrs./Week	2
Sub.Code	21PIHS31
Course Type	IDC-2
Credits	2
Marks	100

General Objective: To create awareness among the students about the beginning of British rule in India and its impacts on socio- economic and political institutions.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Comment on the arrival of Europeans in India.
CO-2	Examine the beginning of British rule in India.
CO-3	Appraise the Southern part resistance against British.
CO-4	Assess the Formation of Indian National Movements.
CO-5	Debate on the Role of Gandhi in Indian National Movement.

UNIT I Advent of Europeans:

Downfall of the Mughal Empire-Advent of Europeans-Anglo-French Conflicts: The Carnatic Wars

UNIT II Establishment of English East India Company:

Battle of Plassey- Battle of Buxar- Robert Clive: Dual Government- Warren Hastings- Cornwallis- Wellesley- Dalhousie- Revolt of 1857-Queen Victoria Proclamation

UNIT III Freedom Struggle in Tamil Nadu:

Early movements: Pulithevar-Tippu Sultan - Kattapomman-Marthu Brothers – Vellore Mutiny – V.O.C – Rajaji

UNIT IV Indian National Congress:

Formation of Indian National Congress- Role of Moderates and Extremists- Muslim League-Home Rule Movement-Rowlatt Act

UNIT V Gandhian Struggle:

Khilafat Movement - Non-Co-operation Movement - Civil Disobedience Movement – Quit India Movement- Subhash Chandra Bose - Mountbatten Plan - India's Independence.

Textbooks:

1. Chandra Bipin, *India's Struggle for Independence*. Delhi: Penguin 1989.
2. Venkateswara.G. *History of Indian Freedom Struggle*. Tamil Nadu: V.C. Publication.2018
3. Mahajan.V.D. *India since 1526*. Delhi: S. Chand & Co.1960
4. Agarwal R.C. *Constitutional Development and National Development of India*. Delhi: S.Chand &, 2002.
5. Grover B.L & S. Grover, *A new look at Modern India History*. Delhi: S.Chand & Company Limited, 2018.

Reference Books:

1. M Sarkar Sumith, *Modern India*.Delhi: Pearson Education India, 2014.
2. Guha Ramachandra , *Gandhi the years that Changed the world*. Delhi: Penguin, 2018.
3. Bandyopadhyay Sekhar, *From Plassey to Partition and After*, Hyderabad: Orient Blackswan, 2020.
4. Sitaramayya Pattabhi,. *History of Indian National Congress*. Delhi: Facisimile, 2016

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Summarize the fall of Mughal empire and Advent of Europeans.	1	Understanding
CO-2	Examine the British East India company from company to crown.	3	Applying
CO-3	Explain the resistance of South India against the British.	3	Analysing
CO-4	Debate on the Formation Indian National Congress and moderates vs Extremists disputes.	4	Evaluating
CO-5	Criticize Gandhian Struggle and Non - violence movement.	4	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
III	21PIHS31	Indian History for Competitive Examination from 1707 to 1947 A.D					2	2		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓	-	-	-	-	✓	-	-	-	-
CO-2	✓	-	✓	-	-	✓	-	✓	✓	-
CO-3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO-4	✓	-	✓	✓	✓	✓	-	✓	-	-
CO-5	✓	✓	✓	✓	✓	✓	✓	✓	-	✓
	Number of matches (✓) = 32 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)									

Prepared by

Checked by

Name : Dr.A.Abdul Azeez

Head of the Department

Signature :

Semester – IV

Course Title	POST INDEPENDENCE INDIA UPTO 1999
Total Hrs.	90
Hrs./Week	6
Sub.Code	21PCHS41
Course Type	DSC-13
Credits	5
Marks	100

General Objective:

To know about the formation and development of Post-Independence India.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Relate the Idea of India's Constitution and Integration of Princely States.
CO-2	Examine the contributions of Nehru to the construction of Modern India.
CO-3	Explain Indira Gandhi's Political Career.
CO-4	Estimate the Khalistan Issue and Mandal Commission.
CO-5	Assess the contemporary Political scenario.

UNIT I The Foundation Years:

Indian Independence Act-The Making of the Constitution – Preamble – Salient features of Indian Constitution– A Secular State – Independence and Partition of India – Integration of Princely States – First General Elections 1951-52

UNIT II Era of Nehru:

Jawaharlal Nehru – Nurturing Democracy and Parliamentary Government – Building Socialism – Five Year Plans – Opposing Communism – Foreign Policy-Chinese Attack – Lal Bahadur Shastri – Indo-Pak War – Tashkent Declaration

UNIT III Rise of Indira:

Indira Gandhi – Nationalization of Banks – Abolition of Privy Purses – The Challenge of Bangladesh – Green Revolution – Smiling Buddha – Emergency – JP Movement-Development of Science and Technology.

UNIT IV Post Emergency:

Politics of Coalition – Janata Party and Its Policies – Return of Indira Gandhi to Power – Rise of Khalistan in Punjab – Operation Blue Star

UNIT V Post Indira Period:

Rajiv Gandhi – New Education Policy –Development of Communication- Sri Lanka Issue – V.P. Singh – Mandal Commission – P.V. Narashima Rao – Liberalisation – Globalisation – Privatisation – Destruction of Babri Masjid – H.D. Deva Gowda – Vajpayee Years – Pokhran II – Kargil War 1999

Textbooks:

1. Laxmikanth. *Indian Polity*, Delhi: Tata Mcgraw Hill, 2017.
2. Mahajan V. *India Since 1526*, Delhi: Chand Publication, 2001.
3. Austin, Granville, *The Indian Constitution*, Delhi: Oxford, 1999.
4. Bandyopadhyay, Sekhar. *From Plassey to Partition and After*, Hyderabad: Orient Blackswan, 2020.
5. Chandra, Bipan. *India Since Independence*. Delhi: Penguin, 2016.

Reference Books:

1. Guha, Ramachandra. *India After Gandhi*. Delhi: Penguin, 2016.
2. Khilnani, Sunil. *The Idea of India*, Delhi: Penguin, 2004.
3. Austin, Granville. *Working a Democratic Constitution*, Delhi: Oxford, 2007
4. Nayyar, Kuldeep. *Emergency retold*. Delhi: Konark Publisher, 2019.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Interpret the making of Indian Constitution, its values and Integration of Princely States.	1	Understanding
CO-2	Integrate the contributions of Nehru for nurturing democracy and foreign policy.	4	Applying
CO-3	Illustrate the emergency period imposed during the rule of Indira Gandhi.	3	Analyzing
CO-4	Estimate the role of Janatha Party and its impacts on current political scenario and Khalistan issue.	3	Analyzing
CO-5	Review the Post Indira Political conditions and LGP policies.	5	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
IV	21PCHS41	POST INDEPENDENCE INDIA UPTO 1999					6	5		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PS O1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓	✓	-	✓	-	✓	✓	-	✓	-
CO-2	✓	-	✓	✓	✓	✓	-	✓	✓	✓
CO-3	✓	✓	✓	-	✓	✓	✓	✓	✓	✓
CO-4	✓	-	✓	-	-	✓	-	✓	-	-
CO-5	✓	✓	✓	✓	-	✓	-	✓	-	-
	Number of matches (✓) =33 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)									

Prepared by

Checked by

Name : M. SAHUL HAMEED

Head of the Department

Signature :

Semester – IV

Course Title	HISTORIOGRAPHY
Total Hrs.	90
Hrs./Week	6
Sub.Code	21PCHS42
Course Type	DSC – 14
Credits	5
Marks	100

General Objective: To make the students know what history is and the role of historians in the ancient, medieval, modern world and India.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the fundamental ideas of History.
CO-2	Examine the developments of Historical writings.
CO-3	Appraise the trends in Indian Historiography.
CO-4	Assess the world historiography.
CO-5	Review the Modern perspectives in History writing.

UNIT I What is History?:

History Definition and scope – Nature of History – Uses and Abuses – Art of Science – Lessons of History – Relation with other Disciplines

UNIT II History in Ancient and Medieval World:

Greeks and Roman - Herodotus and Thucydides- Church Historiography: St. Augustine- Muslim Historiography: Ibn Khaldun,.

UNIT III History in Ancient and Medieval India:

Ancient Indian Historiography - Itihasa-Purana Tradition, Jain and Buddhist Historiography, Medieval Indian Historiography - Banabhatta's Harshachaita and Kalhan's Rajatarangini, Historiography of Sultanate Period - Alberuni's Kital-ul-Hurid and Khussu, Historiography of the Mughal Period - Babarnama, Abul Fazl and Badauni.

UNIT IV Modern Historiography

Age of Enlightenment and Historiography, Romanticism - Herder of Hegel, Positivism - Augustus Comte, Ranke, Marxist - Karl Marx, E.P. Thomason, Hobsbawm, Annales Historiography - March bloc, Lucian Febvre, Fernand Bordell.

UNIT V Modern Indian Historiography

Oriental Writing on India - William Jones, Colonial/Imperialist Historiography James Mill, Elphinstone, V.A. Smith, Nationalist School of Historiography - R.G. Bandarkas, J.N. Sarkar, H.C. Raychaudhuri, K.A. Nilakanda Sastri, Marxist Historiography -D.D. Kosambi – R.S. Shalma, Romila Thapar, Irfan Habib, Subaltern School - Ranajit Guha.

Textbooks

1. Subramanian.N. *Historiography*, Madras:Tamilnadu Textbook Society. 1979.
2. Rajayyan, *History in Theory and Method*. Madurai: Sangam Printers,1997.
3. Sreedharan, E. *A Textbook of Historiography 500 BC To AD 2000*. Delhi Orient Longman,2004.

Reference Books

1. Carr, E.H. *What is History?* London: Penguin Books,1961.
2. John Webster. *Studying History*. London: Primus Book, 2019.
3. Jeyapalan, *Historiography*. Delhi: Atlantic Publishers,1999.
4. Sheik Ali, *History in Theory and Method*. New Delhi: Macmillan,1978

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Relate the definitions of history and its relationship with other disciplines.	1	Understanding
CO-2	Sketch the contributions of Greek, Roman, Church and Muslim historians.	3	Applying
CO-3	Illustrate the works of ancient and medieval India.	4	Analysing
CO-4	Appraise the age of enlightenment in the modern era.	4	Analysing
CO-5	Assess role of modern Indian historians in mapping modern Indian history.	5	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course	Hours	Credit						
IV	21PCHS42	HISTORIOGRAPHY	90	5						
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓	✓				✓	✓			✓
CO-2	✓	✓				✓	✓	✓		✓
CO-3	✓		✓	✓		✓		✓		✓
CO-4	✓		✓	✓		✓		✓		✓
CO-5	✓		✓	✓		✓				✓
Number of matches (✓) = 28 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)										

Prepared by

Checked by

Name : J. Jemi Merlin Rani

Head of the Department

Signature :

Semester – IV

Course Title	INTELLECTUAL HISTORY OF MODERN INDIA
Total Hrs.	90
Hrs./Week	6
Sub.Code	21PCHS43
Course Type	DSC – 15
Credits	5
Marks	100

General Objective: To introduce major intellectuals and thinkers of modern India and assess their role in making modern Indian society, polity and culture.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Compare and contrast the diverse imagination of nation and society advocated by major intellectuals of modern India.
CO-2	Examine the progressive world view of reformers and its practical possibility in our present circumstances.
CO-3	Explain the ideological background of early nationalism and familiarize the nuanced world view of composite nationalist.
CO-4	Measure the contributions of the thinkers from marginalized castes, communities, gender and class their engagement with mainstream Nationalism.
CO-5	Debate on the ideological impacts of the cultural nationalists and socialist thinkers in making modern India.

UNIT I Social Reformers

Ram Mohan Roy – Syed Ahamed Khan -Swami Vivekananda -Jyotirao Phule- Sri Narayana Guru.

UNIT II Early Nationalists

Dadabhai Naoroji – M.G. Ranade – Gopala Krishna Gokhale – Bal Gangadhar Tilak.

UNIT III Composite Nationalists

Mahatma Gandhi – Jawaharlal Nehru – Maulana Abul Kalam Azad - Rabindranath Tagore.

UNIT IV Voices from the Margin

Dalit and Non-Brahmin Thinkers: B.R. Ambedkar, E.V.R. – Muslim Response: Mohamed Iqbal – Muhammad Ali Jinnah – Women Thinkers: Kamaladevi Chattopadhyay, Tarabai Shinde.

UNIT V Cultural Nationalists and Socialists Thinkers

Cultural Nationalist: M.S. Golwarker and V.D. Savarkar – Marxists: M.N. Roy and S.A. Dange - Socialists: Ram Manohar Lohia – Jayaprakash Narayan.

Textbooks

1. Chakrabarty, Bidyut, and Rajendra Kumar Pandey. *Modern Indian Political Thought: Text and Context*. New Delhi: SAGE, 2009.
2. Gandhi, Rajmohan. *Eight Lives A Study of the Hindu- Muslim Encounter*. Albany: State University of New York Press, 1986.
3. Guha, Ramachandra. *Makers of Modern India*. New Delhi: Penguin Books, 2010.

Reference Books

1. Ahmad Khan, Sayed., and Shan Muhammad. *Writings and Speeches of Sir Syed Ahmad Khan*. Bombay: Nachiketa Publ, 1972.
2. Ambedkar, B. R., and Valerian Rodrigues. *The Essential Writings of B.R. Ambedkar*. New Delhi: Oxford University Press, 2019.
3. Azad, Abul Kalam. *India Wins Freedom: An Autobiographical Narrative*. New Delhi: Orient Blackswan, 2010.
4. Bandyopadhyay, Sekhar. *Nationalist Movement in India: A Reader*. Delhi Oxford University Press, 2009.
5. Gandhi, Suresh Sharma, and Tridip Suhrud. *M.K. Gandhi's Hind Swaraj*. New Delhi: Orient BlackSwan, 2010.
6. Golwalkar, M. S. *Bunch of Thoughts*. Bangalore: Sahitya Sindhu Prakashana, 2000.
7. Kapila, Shruti. *An Intellectual History for India*. New Delhi: Cambridge University Press, 2010.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Estimate the diverse trends in the making of modern Indian identity and our constitutional values.	1	Understanding
CO-2	Articulate the progressive world view of reformers and formulate rational approaches based on it in real life situations.	1, 2, 4	Applying
CO-3	Integrate the main arguments of secular nationalist and establish the relevance of it in Indian context.	1, 2, 3	Analysing
CO-4	Assess the arguments of thinkers from margined sections and determine the ways in which it enriched Indian life and thought.	1, 2, 3, 4	Evaluating
CO-5	Review significance of cultural and economic questions within the constitutional framework.	1, 2, 3, 4	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
IV	21PCHS43	INTELLECTUAL HISTORY OF MODERN INDIA					6	05		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓					✓				
CO-2	✓	✓	✓	✓		✓	✓		✓	
CO-3	✓	✓	✓			✓	✓	✓		
CO-4	✓	✓	✓	✓		✓	✓	✓	✓	
CO-5	✓	✓	✓	✓		✓	✓	✓	✓	
Number of matches (✓) = 30 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)										

Prepared by
Name: SAIDALI P P
Signature:

Checked by
Head of the Department

Semester – IV

Course Title	Project
Total Hrs.	
Hrs./Week	9
Sub.Code	21PPHS41
Course Type	Project
Credits	5
Marks	100

Semester – IV

Course Title	INTRODUCTION TO HUMAN RIGHTS
Total Hrs.	60
Hrs./Week	04
Sub.Code	21PEHS41A
Course Type	DSE-04
Credits	03
Marks	100

General Objective:

The course enlightens students on theories, Practices and Challenges of Human Rights.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Comment on conceptual, legal, and historical evolution of the idea of Human Rights.
CO-2	Articulate the Human rights norms.
CO-3	Illustrate Human rights issues and its solutions.
CO-4	Assess various institutions and movements for the protection of Human rights.
CO-5	Build consciousness on Human rights and its relationship with the Environment.

Unit I Human Rights:

Meaning, Nature, Importance and Scope of Human Rights – Need for the study – Evolution of Human Rights: A Global Perspective.

Unit II Theories on Human Rights:

Natural Law and Natural Rights – Approaches to Human rights: Western, Marxist and Third world approach.

Unit III International Human rights standards:

UNO and Human rights- Universal declaration of Human rights- International Covenant on Civil and Political rights- Amnesty International- Human Rights Watch.

Unit IV Contemporary issues on Human rights:

Refugees- Custodial torture and death- Encounter Killing- Capital punishment- Violations against environment- Xenophobia- Dalit, Adivasis, Minority and Women questions.

Unit V Human rights in India:

Constitutional Safeguards: Fundamental rights and Directive Principles of State Policy- RTI- Public interest litigation- National Human Rights Commission- Human rights activism: PUCL-- Medha Patkar- Teesta Setalwad- Irom Sharmila.

Textbooks:

1. Clapham, Andrew. *Human Rights: A Very short introduction*. Oxford: OUP, 2007.
2. O'Byrne, Darren. *Human Rights: An Introduction*. London & New York: Routledge, 2014.
3. Kanan, Satya, P. *Human Rights Evolution and Development*. New Delhi: Wisdom Press, 2012.
4. Brownlie, Ian, and Guy S. Goodwin-Gill. *Basic Documents on Human Rights*. Oxford: Oxford University Press, 2010.
5. Fagan, Andrew, and Clive S. Smith. *The Atlas of Human Rights: Mapping Violations of Freedom Around the Globe*. Berkeley: University of California Press, 2010.
6. Juss, Satvinder. *Human rights in India*. New York: Routledge, 2021.
7. Mehartaj, Begum S. *Human Rights in India: Issues and Perspectives*. New Delhi: A.P.H. Publishing Corporation, 2018.

Reference Books:

1. Sachar, Rajinder. *Human Rights Perspectives and Challenge*. New Delhi: Gyan Publishing Home, 2004.
2. Nirmal, Chiranjivi J. *Human Rights in India: Historical, Social and Political Perspectives*. New Delhi: Oxford University Press, 2010.
3. Symonides, nusz. *Human Rights: New Dimensions and Challenges: Manual on Human Rights*. Brookfield: Ashgate, 1998.
4. Desai, A.R. *Assault on Democratic Rights in Contemporary India*. Bombay: E.G. Shah Memorial Trust Publication, 1985.
5. Ujjwal, Kumar S. *Human Rights and Peace: Ideas, Laws, Institutions and Movements*. New Delhi: SAGE, 2009.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Interpret the theoretical discourses of Human Rights.	1	Understanding
CO-2	Articulate Human rights by locating into various socio-political circumstances.	1,2	Applying
CO-3	Explain various Human rights issues and find out its solution.	1,2,3	Analysing
CO-4	Critically evaluate the functions of various institutions for the protection of Human Rights.	1,2,3	Evaluate
CO-5	Create consciousness to engage in Human rights activism.	1,2,3,4,5	Create

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit				
IV	21PEHS41A	INTRODUCTION TO HUMAN RIGHTS					04	03				
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)						
	PLO1	PLO2	PLO3	PLO4	PLO5	PSO1	PSO2	PSO3	PSO4	PSO5		
CO-1	✓					✓						
CO-2	✓		✓	✓		✓	✓					
CO-3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
CO-4	✓	✓	✓	✓		✓	✓	✓	✓	✓		
CO-5	✓	✓	✓	✓		✓	✓	✓	✓			
	Number of matches (✓) =34 Relationship = Medium Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)											

Prepared by

Checked by

Name : E.S.AFSAL

Head of the Department

Signature :

Semester – IV

Course Title	CONSTITUTIONAL HISTORY OF INDIA 1773 TO 1947 AD
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS41B
Course Type	DSE-IV
Credits	3
Marks	100

General Objective: To know about the framing of Indian Constitution and its values, Rights and Duties of citizens of India.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the Sources of Constitutional History of India
CO-2	Examine the Charter Acts
CO-3	Assess the Queen Victoria Proclamation
CO-4	Debate on the Minto-Morley reforms 1909
CO-5	Review the Constitutional Assembly 1946

Unit I Early Colonial regulations

Regulating Act of 1773 – Merits and Demerits – Establishment of Revenue and Judicial systems – Their working- Pitt’s Act 1784 – Its salient features.

Unit – II Charter Acts

Charter Act- 1793 – Cornwallis Code- Circumstances leading to the passing of Charter Acts of 1813, 1833 and 1853

Unit – III India under the direct rule of British crown

Queen Victoria’s Proclamation of 1858 – Indian Councils Act of 1861 – Establishment of High Courts – Indian Councils Act of 1892

Unit – IV Constitutional reforms

Morley – Minto Act of 1909- Communal electorates – Montague – Chelmsford Reforms of 1919- Working of Diarchy – Simon Commission- Nehru Report, Round Table Conferences – Communal Award

Unit – V Final stage of the Constitutional reforms

Government of India Act of 1935 – August Offer 1940, Cripps Mission – Cabinet Mission -1946, Constituent Assembly-1946, Indian Independent Act -1947

Textbooks:

1. Keith, Arther Berriedale. A Constitutional History of India- 1600-1935.USA: Franklin classics Trade press,2018.
2. Singh, MP. Outline of Indian Legal & Constitutional History. New Delhi: Universal Law Publishing Co.Pvt. Ltd,2006.

Reference Books:

1. Chaurasya, R.S. History of Modern India- 1707.A.D To Upto 2000.A.D. New Delhi: Atlantic Publishers& Distributors, 2002.
2. Agarwal, R.C. Constitutional Development and National Movement of India. New Delhi: S.Chand & Company LTD, 2005.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Understand the Historical background of Indian Constitution	1	Understanding
CO-2	Determine the Charter Acts of 1813,1833 and1853	4	Applying
CO-3	Explain the Queen Victoria's Proclamation and Indian council Acts of 1861 and1892	4	Analysing
CO-4	Estimate the Chelmsford Reforms and Communal award	3	Analysing
CO-5	Assess the Government of India Act1935 and Indian Independent Act of 1947	4&5	Evaluating

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
IV	21PEHS41B	Constitutional History of INDIA					4	3		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO1	PLO2	PLO3	PLO4	PLO5	PSO1	PSO2	PSO3	PSO4	PSO5
CO-1	✓	✓	-	✓		✓	-	✓	✓	
CO-2	✓	-	-			✓		✓	✓	
CO-3	✓		✓		✓	✓		✓	✓	
CO-4	✓	✓	✓	✓	✓	✓		✓	✓	✓
CO-5	✓		✓	✓	✓	✓		✓	✓	✓
	Number of matches (✓) = 32 Relationship = Low/Medium/High Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)									

Prepared by

Checked by

Name: Dr. A. Abdul Azeez

Head of the Department

Signature :

Semester – IV

Course Title	WOMEN STUDIES
Total Hrs.	60
Hrs./Week	04
Sub.Code	21PEHS41C
Course Type	DSE- IV
Credits	03
Marks	100

General Objective:

To enable the student to critically examine various discourses from a women centric perspective.

Course Objectives: The learner will be able to:

CO	Course Objectives
CO-1	Understand the Ideas of women studies as a discipline.
CO-2	Learn various Ideas and concepts on gender.
CO-3	Evaluate the traditional notions and practices on women in India.
CO-4	Identify the role and status of women in Modern India.
CO-5	Estimate various laws for the protection of the rights of women in Modern India.

UNIT I - Introduction to women studies

Definition of Gender - Sexuality- Patriarchy – Matriarchy – Patriliney – Matriliney; Relationship between Gender – Caste – Class and Religion

UNIT II - Women in Pre-modern India

Pre-Modern India – Brahmanical Patriarchy – Widowhood – Wifehood – Sthree Dharma and Pativrata concepts – Sati – Jauhar – Purdah – Razia Sultana – Mira Bai – Rani Mangammal – Noor Jahan – Gulbadan Begum.

UNIT III - Women Reformers

Role in Social reform movement – Savithri Bhai Phule and Fathima Sheikh – Panditha Rama Bhai – Muthulakshmi Reddy – Moovallur Rammritham.

UNIT IV - Women in India's Freedom Struggle

Women in the Revolt of 1857 ‘ Santhal, Bhil and Munda Revolts – Annie Besant, Sarojini Naidu, Kamaladevi Chattopadhyay, Bi Amman – Women in Revolutionary Movement and INA.

UNIT V - Women and Law

Constitutional rights of women in India – Abolition of Sati – Widow Re-marriage Act – Sarada Act – Equal remuneration Act – Anti-Dowry Act – Family Court Act – Eve teasing and Sexual Harassment (Prevention) of Women Act, 2004 - Domestic Violence Act , 2005

.

Textbooks:

1. KamlaBhasin, Understanding Gender, Kali for Women, 2009.
2. Bonnie G. Smith, Women Studies: The Basics, Routledge, 2013.
3. Anjali Varma, Women and Society in Early Medieval India: Re-interpreting Epigraphs, Taylor & Francis, 2018.
4. Kumkum Roy, Women in Early Indian Societies, Manohar Publications, 1999.

Reference Books:

1. Uma Chakravarti, Rewriting the History: The Life and Times of PanditaRamabai, Zubaa, 2013.
2. Reeta, Vinith Raj, First Indian Women Teacher: SavitribaiPhule, Educreation Publishing, 2018
3. Dr.Muthulakshmi Reddy, Autobiography S. Muthulakshmi Reddy, 1964.
4. Sushila Kaushik, Panchayati Raj in Action: Challenges to Women's Role, Delhi, 1996.

Course Outcomes

CO	Course Outcomes	PSOs Addressed	Cognitive Level
CO-1	Provide understanding on basic concepts of Women Studies	1	Understanding
CO-2	Learning the role of Women in India's Past and Present.	1	Understanding
CO-3	Ability to Critically evaluate the academic and non-academic discourses from a Women centric perspective.	3	Analysing
CO-4	Awareness on gender discrimination	4	Evaluating
CO-5	Understanding major legal provisions for the protection of the rights of Women.	1	Understanding

Relationship Matrix

Semester	Course Code	Title of the Course					Hours	Credit		
IV	21PEHS41C	Women Studies					60	03		
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓		✓	✓	✓	✓		✓	✓	
CO-2	✓		✓			✓		✓		
CO-3	✓		✓	✓	✓	✓		✓	✓	✓
CO-4	✓		✓	✓	✓	✓		✓	✓	✓
CO-5	✓		✓	✓		✓		✓	✓	
Number of matches (✓) =33 Relationship = Medium Low (If the No. of matches are less than 25) Medium (If the No. of matches are between 25 and 33) High (If the No. of matches are more than 33)										

Prepared by
Name : AFSAL. E.S
Signature :

Checked by
Head of the Department

SEM	Category	Title of the paper	S. Code	H/W	L	T	P	Marks		
								C	Corrections Done	No Corrections
I	DSC-I	State and Society in India up to 712.A.D	21PCHS11	6	6			5		
	DSC-II	History of Tamil Nadu up to 1336. A. D	21PCHS12	6	6			5		
	DSC-III	Arab State and Society Up to 661 A.D	21PCHS13	6	6			5		
	DSC-IV	History of Modern World 1453 – 1994.A.D	21PCHS14	5	5			3		
	DSE-I	Archaeology Theory and its Methods	21PEHS11A	4	4			3		
		Architecture	21PEHS11B							
		Epigraphy	21PEHS11C							
IDC-I	Indian History for Competitive Examinations up to 1707 A.D	21PIHS11	2	2			2			
	Library Hour		1				1			
II	DSC-V	State and Society in India- 1206-1526. A. D	21PCHS21	6	6			5		
	DSC-VI	History of Tamil Nadu 1336 A.D.- 1947 A.D	21PCHS22	6	6			5		
	DSC-VII	Arab State and Society – 661 A.D.-1517 A.D	21PCHS23	6	6			5		
	DSC-VIII	National Movement in India 1885 A.D-1947 A.D	21PCHS24	5	5			3		
	DSE-II	Archives Keeping	21PEHS21A	4	4			3		
		History and Folklore	21PEHS21B							
		Film Studies	21PEHS21C							
SEC-I	SEC-I (MOOC NPTEL Course)	21PSHS21	2				2			
	Library Hour		1				1			
iii	DSC-ix	History of India 1526- 1757 A. D	21PCHS31	6	6			5		
	DSC-X	Dravidian Movement up to	21PCHS32	6	6			5		

		2000 A.D.							
	DSC-XI	History of Modern West Asia	21PCHS33	6	6			5	
	DSC-XII	Historical Methods and Research Methodology	21PCHS34	5	5			3	
	DSE-III	Museology	21PEHS31A	4	4			3	
		Heritage Studies	21PEHS31B						
		History of Science and Technology	21PEHS31C						
	IDC-II	Indian History for Competitive Examination from 1707 to 1947 A.D.	21PIHS31	2	2			2	
		Library Hour		1				1	
iv	DSC-XIII	Post-Independence India up to 1999	21PCHS41	6	6			5	
	DSC-XIV	Historiography	21PCHS42	6	6			5	
	DSC-XV	Intellectual History of Modern India	21PCHS43	5	5			3	
	P	Project	21PPHS41	9				5	
	DSE-IV	Introduction to Human Rights	21PEHS41A	4	4				3
Constitutional History of India		21PEHS41B							
Women Studies		21PEHS41C							

*** Please, tick (✓) the appropriate remark for each course**