

# **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**



### **CBCS SYLLABUS**

**Learning Outcomes-based Curriculum Framework for**

## **HISTORY (M.A.)**

(Applicable for the students admitted from June 2021 as per  
the Resolutions of the Academic Council Meeting held on 20.03.2021)



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**POSTGRADUATE DEPARTMENT OF HISTORY**  
**CBCS SYLLABUS**  
**M.A. History (2021-2024)**  
**COURSE STRUCTURE**

<b>I SEMESTER</b>			<b>II SEMESTER</b>		
<b>COURSE</b>	<b>H/W</b>	<b>C</b>	<b>COURSE</b>	<b>H/W</b>	<b>C</b>
DSC –I	6	5	DSC –V	6	5
DSC – II	6	5	DSC –VI	6	5
DSC –III	6	5	DSC –VII	6	5
DSC –IV	5	3	DSC –VIII	5	3
DSE-I	4	3	DSE-II	4	3
IDC – I	2	2	SEC	2	2
Library Hour	1		Library Hour	1	
<b>TOTAL</b>	<b>30</b>	<b>23</b>	<b>TOTAL</b>	<b>30</b>	<b>23</b>
<b>III SEMESTER</b>			<b>IV SEMESTER</b>		
DSC-IX	6	5	DSC –XIII	6	5
DSC –X	6	5	DSC –XIV	6	5
DSC –XI	6	5	DSC –XV	5	3
DSC –XII	5	3	Project	9	5
DSE –III	4	3	DSE -IV	4	3
IDC -II	2	2			
Library Hour	1				
<b>TOTAL</b>	<b>30</b>	<b>23</b>	<b>TOTAL</b>	<b>30</b>	<b>21</b>

<b>DISTRIBUTION OF HOURS, CREDITS, NO. OF PAPERS &amp; MARKS</b>				
<b>SUBJECT</b>	<b>HOURS</b>	<b>CREDITS</b>	<b>NO. OF PAPERS</b>	<b>MARKS</b>
DSC+Project	95	72	16	1650
DSE	16	12	4	400
IDC	4	4	2	100
SEC- SWAYAM-NPTEL Course	2	2	1	50
Library Hour	3			
<b>TOTAL</b>	<b>120</b>	<b>90</b>	<b>23</b>	<b>2200</b>

**POSTGRADUATE DEPARTMENT OF HISTORY**  
**M.A. History (2021-2024)**  
**COURSE STRUCTURE**

SEM	Course	Title of the Course	Sub. 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
		Architecture	21PEHS11B								
		Epigraphy	21PEHS11C								
	IDC-I	Indian History for Competitive Examinations up to 1707 A.D	21PIHS11	2	2	-	-	2	40	60	100/2
		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	21PEHS21A	4	4	-	-	3	40	60	100
		History and Folklore	21PEHS21B								
		Film Studies	21PEHS21C								

	SEC	SWAYAM-NPTEL Course	21PSHS21	2	-	-	-	2	40	60	100/2
		Library Hour		1	-	-	1	-	-	-	-
III	DSC-IX	History of India 1526- 1757 A. D	21PCHS31	6	6	-	-	5	40	60	100
	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	40	60	100/2
		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	-	-	150
	DSE-IV	Introduction to Human Rights	21PEHS41A	4	4	-	-	3	40	60	100
		Constitutional History of India/	21PEHS41B								
		Women Studies	21PEHS41C								
			<b>TOTAL</b>	<b>120</b>				<b>90</b>			<b>2200</b>

\* L-Lecture Hours \* T-Tutorial Hours \* P-Practical Hours

**M.A. History**  
**Programme Learning Outcomes**

<b>PLO</b>	<b>Upon completion of M.A Degree Programme, the Post Graduates will be able to:</b>
PLO 1	<b>Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>• Attain in-depth domain knowledge for understanding the origin and the recent developments in the respective disciplines.</li> </ul>
PLO 2	<b>Problem Solving Skills/Communication Skills / Digital Literacy / Self-Directed Learning /Lifelong Learning</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Get access to digital resources, to use them judiciously for updation of knowledge and also to engage in remote/independent learning.</li> <li>• Prepare them for personal and professional development and to practise it for sustained advancement in life.</li> </ul>
PLO 3	<b>Critical Thinking / Analytical Reasoning / Problem Solving Skills</b> <ul style="list-style-type: none"> <li>• Develop interpretation skill and analytical skill to analyse socio-political, socio-religious and the economic conditions prevail through the ages globally and to adopt the solutions suggested to end up social / economic / political issues.</li> </ul>
PLO 4	<b>Moral and Ethical Values / Environmental Conservation and Sustainability / Multicultural Competence</b> <ul style="list-style-type: none"> <li>• Imbibe moral and ethical values for upholding uprightness, solidarity and sovereignty to live an honourable life.</li> <li>• Realise that 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.</li> <li>• Comprehend the local, national and global principles/perspectives/policies dealt with in texts to foster global peace.</li> </ul>
PLO 5	<b>Teamwork, Collaborative and Employability Skills / Research, Innovation and Entrepreneurship</b> <ul style="list-style-type: none"> <li>• Build relationships, overcome conflicts, excel in teamwork and to contribute constructively for personal and professional growth.</li> <li>• 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.</li> </ul>

### Programme Specific Outcomes

<b>PSO</b>	<b>Upon completion of M.A. History Degree Programme, the students will be able to:</b>	<b>PLOs Mapped</b>
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

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

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

#### Course Objectives:

CO NO	The learners will be able to
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 -Society -Economy- 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- 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	Upon completion of the course, the students will be able to	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	Credits			
I	21PCHS11	State and Society in India Up to 712.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 (✓) = 26 Relationship = Medium									

**Semester – I**

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

**General Objective:** To understand the Pre-History of Tamil Nadu and its features.

**Course Objectives:**

<b>CO</b>	<b>The learners will be able to</b>
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      Pre-Historic 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	Upon completion of the course, the students will be able to	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	Credits		
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	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 = Medium									

### Semester – I

<b>Course Title</b>	<b>Arab State and Society Up to 661 A.D.</b>
<b>Total Hrs.</b>	90
<b>Hrs./Week</b>	6
<b>Sub.Code</b>	21PCHS13
<b>Course Type</b>	DSC – III
<b>Credits</b>	5
<b>Marks</b>	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:**

<b>CO</b>	<b>The learners will be able to</b>
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 - Prophethood: 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, Muḥammad Ḥusayn. *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	Upon completion of the course, the students will be able to	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	Credits			
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 = Medium									

**Semester – I**

<b>Course Title</b>	<b>HISTORY OF MODERN WORLD 1453 – 1994 A.D</b>
<b>Total Hrs.</b>	75
<b>Hrs./Week</b>	5
<b>Sub.Code</b>	21PCHS14
<b>Course Type</b>	DSC – IV
<b>Credits</b>	3
<b>Marks</b>	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:**

<b>CO</b>	<b>The learners will be able to</b>
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 Grohth 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**

<b>CO</b>	<b>Upon completion of the course, the students will be able to</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
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	Credits		
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 = Medium									

## Semester – I

<b>Course Title</b>	<b>ARCHAEOLOGY – THEORY AND ITS METHODS</b>
<b>Total Hrs.</b>	60
<b>Hrs./Week</b>	4
<b>Sub.Code</b>	21PEHS11A
<b>Course Type</b>	DSE – I A
<b>Credits</b>	3
<b>Marks</b>	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:

<b>CO</b>	<b>The learners will be able to</b>
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 - 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**

<b>CO</b>	<b>Upon completion of the course, the students will be able to</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
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	Credits			
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	✓	✓	✓	✓		✓	✓	✓	✓	
	Number of matches ✓ = 26 Relationship = Medium									

### Semester –I

Course Title	<b>HISTORY OF INDIAN ARCHITECTURE</b>
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS11B
Course Type	DSE-I B
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:

CO	The learners will be able to
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 Karle - 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 - Aurangzeb–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. Mehrdad Shokoohy, *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: Buddhist, Hindu and Jain*, Weather hill Publication, New York,

### Course Outcomes

CO	Upon completion of the course, the students will be able to	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	Credits			
I	21PEHS11B		Indian Architecture			60	3			
Course Outcome s (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 = Medium									

## Semester – I

Course Title	<b>EPIGRAPHY</b>
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS11C
Course Type	DSE-I C
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:

CO	The learners will be able to
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 - 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	Upon completion of the course, the students will be able to	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	Credits		
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 = High									

## Semester – I

<b>Course Title</b>	<b>INDIAN HISTORY FOR COMPETITIVE EXAMINATIONS Up to 1707 A.D.</b>
<b>Total Hrs.</b>	30
<b>Hrs./Week</b>	2
<b>Sub.Code</b>	21PIHS11
<b>Course Type</b>	IDC-I
<b>Credits</b>	2
<b>Marks</b>	100

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

### Course Objectives:

<b>CO</b>	<b>The learners will be able to</b>
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

Sources of Indian History - Geographical features – 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 Ghori- 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	Upon completion of the course, the students will be able to	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	Credits		
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	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 = Medium									

## Semester – II

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

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

### **Course Objectives: :**

<b>CO</b>	<b>The learners will be able to</b>
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:**

Qutb-ud-din Aibak – Iltutmish – Razia – 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 Tughluq Dynasty – Mohammed-bin Tughluq – Firoz Shah Tughluq – Timur's Invasion – Sayyid 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	Upon completion of the course, the students will be able to	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	Credits			
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	PS O 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓			✓		✓		✓		✓
CO-2	✓	✓	✓	✓	✓	✓		✓	✓	✓
CO-3	✓	✓	✓		✓	✓		✓	✓	✓
CO-4	✓		✓	✓		✓		✓		✓
CO-5	✓	✓	✓	✓		✓		✓		✓
	Number of matches (✓) = 34 Relationship = High									

## Semester – II

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

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

### Course Objectives:

<b>CO</b>	<b>The learners will be able to</b>
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**

Poligars 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	Upon completion of the course, the students will be able to	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	Credits		
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	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 = Medium									

## Semester- II

<b>Course Title</b>	<b>ARAB STATE AND SOCIETY - 661 A.D.-1517 A.D.</b>
<b>Total Hrs.</b>	90
<b>Hrs./Week</b>	6
<b>Sub.Code</b>	21PCHS23
<b>Course Type</b>	DSC-VII
<b>Credits</b>	5
<b>Marks</b>	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:

<b>CO</b>	<b>The learners will be able to</b>
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 Civilizational 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	Upon completion of the course, the students will be able to	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	Credits			
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 = Medium									



**Semester – II**

<b>Course Title</b>	<b>NATIONAL MOVEMENT IN INDIA 1885 A.D-1947 A.D</b>
<b>Total Hrs.</b>	75
<b>Hrs./Week</b>	5
<b>Sub.Code</b>	21PCHS24
<b>Course Type</b>	DSC -VIII
<b>Credits</b>	3
<b>Marks</b>	100

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

**Course Objectives:**

<b>CO</b>	<b>The learners will be able to</b>
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 – Swadeshi 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-cooperation Movement – Chauri Chaura Incident – Swarajist Politics – Revolutionary Activities – Bhagat Singh & Udham Singh.

### **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	Upon completion of the course, the students will be able to	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		Credits	
II	21PCHS24			NATIONAL MOVEMENT IN INDIA 1885 A.D- 1947 A.D			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 (✓) = 31 Relationship = Medium									

## Semester – II

<b>Course Title</b>	<b>ARCHIVES KEEPING</b>
<b>Total Hrs.</b>	60
<b>Hrs./Week</b>	4
<b>Sub.Code</b>	21PEHS21A
<b>Course Type</b>	DSE-II A
<b>Credits</b>	3
<b>Marks</b>	100

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

### Course Objectives:

<b>CO</b>	<b>The learners will be able to</b>
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– Upkeeping 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	Credits		
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	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5
CO-1	✓	✓	-	-	-	✓	-	-	-	✓
CO-2	✓	-	-	✓	-	✓	-	-	-	✓
CO-3	✓	✓	-	✓	✓	✓	✓	-	-	✓
CO-4	✓	-	-	✓	✓	✓	✓	-	-	✓
CO-5	✓	✓	-	✓	✓	✓	-	-	-	✓
	Number of matches (✓) =27 Relationship = Medium									

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## Semester – II

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

### General Objective:

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

### Course Objectives:

CO	The learners will be able to
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 Folklore:

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, 1862
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, 1978



### Course Outcomes

CO	Upon completion of the course, the students will be able to	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	Credits			
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									

## Semester – II

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

### General Objective:

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

### Course Objectives:

<b>CO</b>	<b>The learners will be able to</b>
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. Monoco , James.( 2001) "How to read a film", Routledge, London,
3. Nelmes, Jill. (1996) "An Introduction to film studies", Routledge, London,

### **Course Outcomes**

<b>CO</b>	<b>Upon completion of the course, the students will be able to</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
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 Problematising 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	Credits			
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 = Medium									

### Semester – II

<b>Course Title</b>	<b>SWAYAM-NPTEL ONLINE CERTIFICATION COURSE</b>
<b>Total Hrs.</b>	30
<b>Hrs./Week</b>	2
<b>Sub.Code</b>	21PSH31
<b>Course Type</b>	SEC
<b>Credits</b>	2
<b>Marks</b>	100/2

### SWAYAM-NPTEL ONLINE CERTIFICATION COURSES

#### GUIDELINES AND INSTRUCTIONS

1. National Programme on Technology Enhanced Learning (NPTEL) provides e-learning through online web and video courses in Engineering, Science and Humanities streams through its portal <https://swayam.gov.in/ncdetails/NPTEL>.
2. Enrollment to all the courses is FREE.
3. Enrollment to courses and Examination Registration can be done ONLINE only. The link is available on NPTEL Website <http://nptel.ac.in/>
4. SWAYAM- NPTEL Online Certification Courses are mandated for the students in the PG Programmes from the Academic year 2021-2022.
5. Candidates must have completed Examination Registration successfully within the prescribed time to receive hall tickets and to write examinations.
6. Any Eight – Week, Two-Credit Course in any discipline to offer for two hours a week be chosen by the respective Departments in the second semester of the Postgraduate Programmes.
7. The SWAYAM-NPTEL Online Certification Courses offered during the December – April Semester be chosen by the Departments. The courses may be handled by the Department Mentor or by any teacher in the respective Departments.

8. The allocation of marks for the online examination conducted by the respective IITs is 25:75 for each course.
9. A candidate should obtain a minimum of 40 marks on 100 marks (a minimum of 10 marks for Assignment and 30 marks in the final examination) to pass the Online Courses.
10. If a student fails in the Online Examination conducted by the respective IITs he/she would be permitted to write a Supplementary Examination for 75 marks by the Controller of Examinations of our College.
11. Those who registered for the Online Courses, obtained Assignment marks, appeared for the Online Examination and failed in the courses alone are eligible to apply for the Supplementary Examinations conducted by the College.
12. If a candidate fails in the Supplementary Examinations conducted by the College, the norms followed for taking an Arrear Examination will be adopted.
13. A provision is given to candidates to reappear for Supplementary/Arrear Examinations in the same semester to facilitate them to receive their Degrees.
14. The Question paper in Multiple Choice Question Pattern for 75 marks shall be framed by the respective faculty/ by an External Examiner for conducting the Supplementary Examinations.
15. The Supplementary Examinations would be conducted for three hours.
16. Course Completion Certificate will not be issued by the respective IITs for the candidates who clear the Online Courses through the Supplementary Examinations conducted by the College. The two credits the candidate earns, if passed, would be added in the Consolidated Statement of Marks issued by the Controller of Examinations.

**Semester – III**

<b>Course Title</b>	<b>HISTORY OF INDIA 1526- 1757 A. D</b>
<b>Total Hrs.</b>	90
<b>Hrs./Week</b>	6
<b>Sub.Code</b>	21PCHS31
<b>Course Type</b>	DSC- IX
<b>Credits</b>	5
<b>Marks</b>	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:**

<b>CO</b>	<b>The learners will be able to</b>
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 - Noorjahan 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:**

European 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	Upon completion of the course, the students will be able to	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	Credits		
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 = Medium									

**Semester – III**

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

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

**Course Objectives:**

<b>CO</b>	<b>The learners will be able to</b>
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 - Linguistic Awakening, 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 – Maraimalai Adigal – Devaneya Pavanar-Founding of Adi-Dravida Mahajana Sabha; Ayothidasa Pandithar

**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	Upon completion of the course, the students will be able to	PSOs Addressed	Cognitive Level
CO-1	Summarize the emergence of Socio-political and Linguistic Associations in the early 20 <sup>th</sup> 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	Credits		
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 = High									

**Semester – III**

<b>Course Title</b>	<b>HISTORY OF MODERN WEST ASIA</b>
<b>Total Hrs.</b>	90
<b>Hrs./Week</b>	6
<b>Sub.Code</b>	21PCHS33
<b>Course Type</b>	DSC-XI
<b>Credits</b>	5
<b>Marks</b>	100

**General Objective:**

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

**Course Objectives:**

<b>CO</b>	<b>The learners will be able to</b>
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. Pappe,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	Upon completion of the course, the students will be able to	PSOs Addressed	Cognitive Level
CO-1	Interpret the dynamics of Politics in West Asia during the 20th and 21 <sup>st</sup> 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	Credits			
III	21PCHS33	HISTORY OF MODERN WEST ASIA				60	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 = Medium									

**Semester – III**

<b>Course Title</b>	<b>HISTORICAL METHODS AND RESEARCH METHODOLOGY</b>
<b>Total Hrs.</b>	75
<b>Hrs./Week</b>	5
<b>Sub.Code</b>	21PCHS34
<b>Course Type</b>	DSC-XII
<b>Credits</b>	3
<b>Marks</b>	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:**

<b>CO</b>	<b>The learners will be able to</b>
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	Upon completion of the course, the students will be able to	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	Credits			
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 = Medium									

### Semester – III

<b>Course Title</b>	<b>MUSEOLOGY</b>
<b>Total Hrs.</b>	60
<b>Hrs./Week</b>	4
<b>Sub.Code</b>	21PEHS31A
<b>Course Type</b>	DSE-III A
<b>Credits</b>	3
<b>Marks</b>	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:

<b>CO</b>	<b>The learners will be able to</b>
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 outside the class hours and preparing a Report on the field visit not exceeding 10 pages.

### **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	Upon completion of the course, the students will be able to	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	Credits			
III	21PEHS31A	Museology				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 (✓) = 30 Relationship = Medium									

### Semester – III

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

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

**Course Objectives:**

CO	The learners will be able to
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 - 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**

<b>CO</b>	<b>Upon completion of the course, the students will be able to</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
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	Credits			
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 = High									



### Semester – III

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

#### General Objective:

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

#### Course Objectives:

CO	The learners will be able to
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 – Mendeleeffe – 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.

### **REFERENCE BOOKS :**

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	Upon completion of the course, the students will be able to	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	Credits			
III	21PEHS31C	HISTORY OF SCIENCE AND TECHNOLOGY				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 (✓) =30 Relationship = Medium									

**Semester – III**

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

<b>CO</b>	<b>The learners will be able to</b>
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 - Kattabomman-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-Cooperation 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	Upon completion of the course, the students will be able to	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	Credits		
III	21PIHS31	Indian History for Competitive Examination from 1707 to 1947 A.D					30	2		
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 (✓) = 32 Relationship = Medium									

### Semester – IV

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

#### **General Objective:**

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

#### **Course Objectives:**

<b>CO</b>	<b>The learners will be able to</b>
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	Upon completion of the course, the students will be able to	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	Credits			
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 = Medium									

**Semester – IV**

<b>Course Title</b>	<b>HISTORIOGRAPHY</b>
<b>Total Hrs.</b>	90
<b>Hrs./Week</b>	6
<b>Sub.Code</b>	21PCHS42
<b>Course Type</b>	DSC – XIV
<b>Credits</b>	5
<b>Marks</b>	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:**

<b>CO</b>	<b>The learners will be able to</b>
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- Chruch 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 Kitab al-Hind, Khusr, 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 - Marc Bloch, Lucian Febvre, Fernand Bordell.

## **UNIT V Modern Indian Historiography**

Orientalist 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**

<b>CO</b>	<b>Upon completion of the course, the students will be able to</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
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		Credits		
IV	21PCHS42	HISTORIOGRAPHY				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 (✓) = 28 Relationship = Medium									

**Semester – IV**

<b>Course Title</b>	<b>INTELLECTUAL HISTORY OF MODERN INDIA</b>
<b>Total Hrs.</b>	90
<b>Hrs./Week</b>	6
<b>Sub.Code</b>	21PCHS43
<b>Course Type</b>	DSC – XV
<b>Credits</b>	5
<b>Marks</b>	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:**

<b>CO</b>	<b>The learners will be able to</b>
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 Many voices of a Nation**

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	Upon completion of the course, the students will be able to	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	Credits		
IV	21PCHS43	INTELLECTUAL HISTORY OF MODERN INDIA					90	05		
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									

**Semester – IV**

<b>Course Title</b>	Project
<b>Total Hrs.</b>	135
<b>Hrs./Week</b>	9
<b>Sub.Code</b>	21PPHS41
<b>Course Type</b>	Project
<b>Credits</b>	5
<b>Marks</b>	150

**The following are the guidelines to be adhered to by the Postgraduate students :**

- Individual Projects should be taken.
- The Project should be written in English only.
- The Minimum number of pages should be 60.
- Project observations, suggestions and summation/conclusion shall form part of the Project Report.
- The Projects will be evaluated by the Internal Examiner and the External Examiner for 150 marks. The distribution of mark should be 90 marks for the Project Report and 60 marks for the Viva-Voce Examination. The Division of marks for the Project Report is as follows:

<b>Particulars</b>	<b>Internal Examiner</b>	<b>External Examiner</b>
Wording of Title	5	5
Objectives / Formulation including Hypothesis	10	10
Review of Literature	15	15
Relevance of the Project to Social Needs	10	10
Methodology / Technique / Procedure Adopted	30	30
Summary / Findings / Conclusion / Summation	10	10
Bibliography / Annexure / Foot notes / Works Cited / Works Consulted	10	10
<b>Total</b>	<b>90</b>	<b>90</b>

- ❖ The Internal Examiner and the External Examiner will award the marks for each candidate. The average mark obtained by the candidate is considered marks for the Project Report.



**Semester – IV**

<b>Course Title</b>	<b>INTRODUCTION TO HUMAN RIGHTS</b>
<b>Total Hrs.</b>	60
<b>Hrs./Week</b>	4
<b>Sub.Code</b>	21PEHS41A
<b>Course Type</b>	DSE-IV A
<b>Credits</b>	3
<b>Marks</b>	100

**General Objective:**

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

**Course Objectives:**

<b>CO</b>	<b>The learners will be able to</b>
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	Upon completion of the course, the students will be able to	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	Credits			
IV	21PEHS41A	INTRODUCTION TO HUMAN RIGHTS				60	3			
Course Outcomes (COs)	Programme Learning Outcomes (PLOs)					Programme Specific Outcomes (PSOs)				
	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PSO1	PSO 2	PS O3	PSO 4	PSO 5
CO-1	✓					✓				
CO-2	✓		✓	✓		✓	✓			
CO-3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CO-4	✓	✓	✓	✓		✓	✓	✓	✓	✓
CO-5	✓	✓	✓	✓		✓	✓	✓	✓	
	Number of matches (✓) =34 Relationship = Medium									

#### Semester – IV

Course Title	<b>CONSTITUTIONAL HISTORY OF INDIA 1773 TO 1947 AD</b>
Total Hrs.	60
Hrs./Week	4
Sub.Code	21PEHS41B
Course Type	DSE-IV B
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 :

CO	The learners will be able to
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 of 1793 – Salient Features 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 of 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	Upon completion of the course, the students will be able to	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	Credits			
IV	21PEHS41B	Constitutional History of INDIA				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 (✓) = 32 Relationship = Medium									

## Semester – IV

<b>Course Title</b>	<b>WOMEN STUDIES</b>
<b>Total Hrs.</b>	60
<b>Hrs./Week</b>	4
<b>Sub.Code</b>	21PEHS41C
<b>Course Type</b>	DSE- IV C
<b>Credits</b>	3
<b>Marks</b>	100

### General Objective:

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

### Course Objectives:

<b>CO</b>	<b>The learners will be able to</b>
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

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**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**

<b>CO</b>	<b>Upon completion of the course, the students will be able to</b>	<b>PSOs Addressed</b>	<b>Cognitive Level</b>
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			Credits	
IV	21PEHS41C		Women Studies			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 (✓) =33 Relationship = Medium									

INTERDISCIPLINARY COURSES (2021 – 2024)							
SEM	TITLE OF THE COURSE	COURSE CODE	H/W	C	MARKS		
					I	E	T
DEPT. OF ENGLISH							
II	SOFT SKILLS	21PIEN11	2	2	40	60	100/2
III	ENGLISH FOR BUSINESS COMMUNICATION	21PIEN31	2	2	40	60	100/2
DEPT. OF HISTORY							
II	INDIAN HISTORY FOR COMPETITIVE EXAMINATIONS UPTO 1707A.D	21PIHS11	2	2	40	60	100/2
III	INDIAN HISTORY FOR COMPETITIVE EXAMINATIONS FROM (1707-1947 A.D)	21PIHS31	2	2	40	60	100/2
DEPT. OF COMMERCE							
II	ENTREPRENEURIAL DEVELOPMENT	21PICO11	2	2	40	60	100/2
III	HUMAN RESOURCE MANAGEMENT	21PICO31	2	2	40	60	100/2
DEPT. OF MATHEMATICS							
II	DISCRETE STRUCTURE – I	21PIMA11	2	2	40	60	100/2
III	DISCRETE STRUCTURE – II	21PIMA31	2	2	40	60	100/2
DEPT. OF CHEMISTRY							
II	ANALYTICAL BIOCHEMISTRY	21PICH11	2	2	40	60	100/2
III	INDUSTRIAL CHEMISTRY	21PICH31	2	2	40	60	100/2
DEPT. OF COMPUTER SCIENCE							
II	DIGITAL LITERACY	21PICS11	2	2	40	60	100/2
III	DIGITAL TECHNOLOGY	21PICS31	2	2	40	60	100/2
DEPT. OF MICROBIOLOGY							
II	MICROBIOLOGY AND HUMAN HEALTH	21PIMB11	2	2	40	60	100/2
III	ENTREPRENEURSHIP IN MICROBIOLOGY	21PIMB31	2	2	40	60	100/2
DEPT. OF PHYSICS							
II	THE BASICS OF DIGITAL ELECTRONICS	21PIPH11	2	2	40	60	100/2
III	ENERGY PHYSICS	21PIPH31	2	2	40	60	100/2
DEPT. OF ZOOLOGY							
II	ORNAMENTAL FISH CULTURE	21PIZO11	2	2	40	60	100/2
III	APPLIED ZOOLOGY	21PIZO31	2	2	40	60	100/2
DEPT. OF NUTRITION AND DIETETICS							
II	DIET THERAPY-I	21PIND11	2	2	40	60	100/2
III	DIET THERAPY-II	21PIND31	2	2	40	60	100/2

## THE SCHEME OF EXAMINATIONS UNDER CHOICE BASED CREDIT SYSTEM

- The medium of instruction in all the UG and PG Programmes is English and Students shall write the CIA Tests and the Semester Examinations in English. Three CIA Tests for one hour each will be conducted. For the calculation of CIA Tests marks the average of the best two tests will be taken. The portion for each test can be 1.5 units of the unitized syllabi.
- Two assignments for the Undergraduate Programmes and one assignment and one seminar for the Postgraduate Programmes are compulsory.
- Two Practical Examinations will be conducted for CIA at the end of the semester and the average will be taken.

### Distribution of Marks for the Students admitted into the UG and PG Programmes from the academic year 2021-2022 CIA Tests and Semester Examinations

Undergraduate, Certificate, Diploma and Advanced Diploma Programmes						
Course Type	TOTAL MARKS	CIA TESTS MAX.MARKS	SEMESTER EXAMINATION Max. Marks	PASSING MINIMUM		
				CIA	SEM. EXAM	OVERALL
Theory	100	25	75	Nil	30	40
Practical (2Hrs.)	50	20	30	Nil	12	20
Practical (4Hrs.)	100	40	60	Nil	24	40
Project	100	Nil	Report- 60 Marks Viva-Voce- 40 Marks	Nil	Nil	100

Postgraduate Programmes						
Course Type	TOTAL MARKS	CIA MARKS	SEMESTER EXAM	PASSING MINIMUM		
				CIA	SEM. EXAM	OVERALL
Theory	100	40	60	Nil	30	50
Practical	50	20	30	Nil	15	25
Practical (for PG Maths only)	100	40	60	Nil	30	50
Project Report	150	Nil	Project Report- 90 Marks Viva-Voce Examination - 60 Marks	Nil	Nil	150

## CIA TESTS

### Distribution of Marks

Components	Tests (A)			Assignment (B)	Seminar (C)	Record Note (D)	Total (A+B+C+D)
	I	II	III				
UG-Theory	20	20	20	5	-	-	25
	The Average of the Best Two Tests:20						
PG-Theory	30	30	30	5	5	-	40
	The Average of the Best Two Tests:30						
UG-Practical (2 hrs)	15	15		-	-	5	20
	The Average of the Tests: 15						
UG-Practical (4 hrs)	30		30	-	-	10	40
	The Average of the Tests: 30						
PG-Practical	15	15		-	-	5	20
	The Average of the Tests: 15						
PG-Practical (Maths only)	30	30		-	-	10	40
	The Average of the Tests: 30						

### Question Pattern for CIA Test (Theory)

Programme	Question Paper Pattern			Total (A+B+C)
	Part-A	Part-B	Part-C	
UG	MCQs- 8x0.5=4 marks	Internal Choice (Either or type). 2x4=8 marks Answer should not exceed 250 words	Internal Choice (Either or type) 1x8=8 marks Answer should not exceed 500 words	20
PG	MCQs- 20x0.5=10 marks	Internal Choice (Either or type) 3x4=12 marks Answer should not exceed 250 words	Internal Choice (Either or type) 1x8=8 marks Answer should not exceed 500 words	30

## End Semester Examination (ESE)

The students who have put in the required number of days of attendance are eligible to appear for the End Semester Examinations irrespective of whether they have passed in the CIA Tests or not. They have to pay the examination fees for all the current courses and the arrear courses, if any, and submit the application form before the due date specified for the purpose. For any reason, the dates will not be extended. Hall tickets will be issued only for those who have paid the fees. The question papers for the End Semester Examinations for all the theory courses of the UG and the PG Programmes will be set for 75 marks.

### Question Pattern for End Semester Examinations (Theory)

Programme	Question Paper Pattern			Total (A+B+C)
	Part-A	Part-B	Part-C	
UG	MCQs- 30x0.5=15 marks	Internal Choice (Either or type) 5x4=20 marks Answer should not exceed 250 words	Internal Choice (Either or type) 5x8=40 marks Answer should not exceed 500 words	75
PG	MCQs- 30x0.5=15 marks	Internal Choice (Either or type) 5x4=20 marks Answer should not exceed 250 words	Internal Choice (Either or type) 5x8=40 marks Answer should not exceed 500 words	$(\frac{x}{75} \times 60)$ 60

### The Question Paper Pattern for the End Semester Examinations (Practical)

The Question Paper Pattern is designed by the respective departments.